**Fourth & Fifth Grade Narrative Writing Rubric Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_Prompt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Advanced** | **Proficient** | **Basic** | **Minimal** |  |
| **12** | **11-9** | **8-5** | **4-1** | **0** |
| **4 points** | **3 points** | **2 points** | **1 point** | **0 points** |
| **Development of Ideas**  **W.4.3a-b** | * Clear and focused * Completely answers the prompt * Uses relevant dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events | * Mostly clear and focused * Shows a fair understanding of prompt * Adequately uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events | * Not very clear * Partially answers the prompt * Uses some relevant dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events | * Not clear at all * Doesn’t answer the prompt completely * Dialogue and descriptions of actions, thoughts, and feelings are irrelevant/   inaccurate | * Unclear * Doesn’t answer the prompt at all * No dialogue * Inaccurate descriptions |
| **Writing Organization**  **W.4.3a-e** | * Well-planned * Easy to follow the writer’s thoughts * Uses transitions well to signal event order and structure (first, next, then, finally, then, after, afterwards, following) * Uses concrete words, phrases, and sensory details to convey experiences and events precisely * Good intro. and conclusion | * Planned * Can follow the writer’s thoughts * Uses transitions well most times * Includes concrete words, phrases, and sensory details * Fair intro. and conclusion | * Evidence of planning * Easy to follow the   writers thoughts   * Sometimes uses transitions * Includes some concrete words, phrases, and sensory details * Basic intro. and conclusion | * Attempted to plan * Hard to follow * Uses transitions sparingly * Uses some concrete words, phrases, and sensory details sparingly * Unclear intro. and conclusion | * Random order * VERY hard to follow * No transitions * No concrete words, phrases, and sensory details * No intro. or conclusion |
| **Language Conv. of Grammar & Usage**  **L.4.1 and L.4.3** | **Feedback Notes for Improvement** | | * Word choice is precise, effective, and purposeful * Good sentence structure-varied in length and structure * Tone appropriate for task or purpose * Few mistakes that don’t affect meaning | * Word choice is limited, clichéd, or repetitive * Fair sentence structure-little/no variety in length and structure * Tone inappropriate for task or purpose * Few mistakes that occasionally affect meaning | * Simple, functional, or inappropriate words * No sentence variety * Errors in sentence structure * Sentences are not complete |
| **Language Conventions of Mechanics**  **L.4.2** | * Correct Capitalization * Correct punctuation * Correct spelling * Contains a few errors that don’t affect meaning | * Correct * Capitalization * Correct punctuation * Some spelling errors * Contains a few errors that occasionally affect meaning. | * Too many capitalization * Too many punctuation errors * Too many spelling errors * Errors make the writing hard to read and greatly affects meaning. |