



BERRYESSA UNION SCHOOL DISTRICT
 Narrative Writing Rubric 3rd – 5th Grade

	ADVANCED - 4	PROFICIENT - 3	MAKING PROGRESS - 2	NEEDS IMPROVEMENT- 1
Narrative	<ul style="list-style-type: none"> ▪ Provides a <i>thoroughly developed</i> sequence of events to relate ideas (a standard plot line having a beginning, conflict, rising action, climax, and ending) ▪ Develops complex major and minor characters and a definite setting ▪ Includes vivid descriptive language and sensory details ▪ Includes a strong reflection ▪ Uses a range of appropriate strategies (e.g., dialogue; suspense) 	<ul style="list-style-type: none"> ▪ Provides an <i>adequately developed</i> sequence of events to relate ideas ▪ Includes well-chosen details to develop the plot ▪ Includes concrete sensory details and descriptive language to develop setting and character ▪ Includes a reflection about why the experience is memorable ▪ May use a range of narrative devices (e.g., dialogue, suspense) 	<ul style="list-style-type: none"> ▪ Provides a <i>minimally developed</i> sequence of events ▪ Tells the events of the story (a weak plot with a diffused point of view, may lack setting or conflict) ▪ Includes limited descriptive language and sensory details 	<ul style="list-style-type: none"> ▪ Lacks a sequence of events (has no plot) ▪ Lacks descriptive language and sensory details
Organization & Focus	<ul style="list-style-type: none"> ▪ Clearly addresses all parts of the writing task ▪ Demonstrates a clear understanding of purpose and audience ▪ Maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions ▪ Includes a clearly presented central idea with relevant details 	<ul style="list-style-type: none"> ▪ Addresses all parts of the writing task ▪ Demonstrates a general understanding of the purpose and audience ▪ Maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of some transitions ▪ Presents a central idea with mostly relevant details 	<ul style="list-style-type: none"> ▪ Addresses some parts of the writing task ▪ Demonstrates little understanding of the purpose and audience ▪ Maintains an inconsistent point of view, focus and organizational structure, including the ineffective or awkward transitions that do not unify important ideas ▪ Suggests a central idea with limited details 	<ul style="list-style-type: none"> ▪ Address only one part of the writing task ▪ Demonstrates no understanding of purpose and audience ▪ Lacks a point of view, focus, organizational structure, and transitions ▪ Lacks a central idea but may contain marginally related details
Written Conventions	<ul style="list-style-type: none"> ▪ Includes a variety of sentence types ▪ Contains few, if any errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing. 	<ul style="list-style-type: none"> ▪ Includes a variety of sentence types ▪ Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing. 	<ul style="list-style-type: none"> ▪ Includes little variety in sentence types ▪ Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader’s understanding of the writing. 	<ul style="list-style-type: none"> ▪ Includes no sentence variety ▪ Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader’s understanding of the writing.