Writing Rubric Grade-Level Standards
CC WS1 Opinion- Narrative Grade Fifth

Name:

Narrative

Exceeds 4
- Meets all expectations set forth in Meets (3) Categories
- Uses vivid language to describe setting, plot, problem, and solution with numerous adjective, adverbs, and action verbs
- Gives some insight, either directly or indirectly, as to the significance of incident

Meets 3
- Paper develops real or imagined experiences or events (CCSS 3)
- Establishes a situation and introduces a narrator and/or characters (CCSS 3a)
- Sequence of events unfold naturally (CCSS 3a)
- Describes character, plot, problem and solution with concrete sensory details (CCSS 3d)
- Uses dialogue and/or description to develop experiences and events or show the responses of characters to situations (CCSS 3b)
- Uses a variety of transitional words, phrases and clauses to manage the sequence of events (CCSS 3c)
- Uses concrete words and phrases and sensory details to convey experiences and events precisely (CCSS 3d)
- Provides a conclusion that follows from the narrated experiences or events (CCSS 3e)

Partially Meets 2
- Setting mentioned, but not well developed
- Lack one of the four basic parts of a narrative (setting, character, problem, solution)
- Plot is not sufficiently developed
- Solution (if appropriate) not transitioned smoothly

Does Not Meet 1
- Setting is not developed
- Author not identified
- Details about character or problem is missing
- Sequence of plot is difficult to follow

Organization and Focus

Exceeds 4
- Paper is well-developed with smooth transitions and indentations
- Meets all expectations set forth in Meets (3) Category
- Concluding sentences wrap up smoothly

Meets 3
- Includes well-developed supporting facts and details
- Uses transition words to move the reader from one detail to the next
- Clearly planned writing with graphic organizer, rough draft or notes
- Document is neat and legible

Partially Meets 2
- Includes simple supporting details that follow a logical order
- Rough draft, graphic organizer or notes are incomplete

Does Not Meet 1
- Disjointed ideas
- Organization not well planned
- No evidence of rough draft, graphic organizer or notes
## Language Conventions

### Exceeds 4
- Meets all expectations set forth in Meets (3) Category
- Uses compound-complex sentences
- Uses verb tense to convey various times, sequences, states, and conditions (CCSS L 1c)
- Corrects inappropriate shifts in verb tense (CCSS L 1d)
- Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS L 1e)
- Uses a comma to set off the words yes, no and thank you and to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?) and to indicate direct address (e.g., Is that you, Steve?) (CCSS L 2c)
- Uses colons after the salutation in business letters, or to introduce a list, if applicable
- Uses semicolon to connect independent clauses

### Meets 3
- Uses a variation of simple, compound, and complex sentences
- Uses propositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas correctly
- Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly
- Uses commas in compound and complex sentences
- Uses commas for quotations, to separate an introductory element from the rest of the sentence (CCSS L 2b)
- Uses underlining, quotation marks, or italics to indicate titles of works when applicable (CCSS L 2d)
- Uses quotations marks around the exact words of a speaker and for quotations in a text
- Uses correct capitalization ((titles of literary works, holidays, product names, geographic names, dates, names of people, and the first word in quotations) when appropriate
- Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2e)

### Partially Meets 2
- Use mostly simple or run-on sentences
- Verbs are misused or inappropriate verb tense
- Subject/verb agreement errors
- Commas are missing from compound sentences
- Quotations are inappropriately punctuated
- Incorrect capitalization
- Many misspelled words

### Does Not Meet 1
- Mostly incomplete sentences
- Punctuation missing
- Capitalization missing
- Mostly misspelled words

### Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Meets</th>
<th>Partially Meets</th>
<th>Does Not Meet</th>
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<tbody>
<tr>
<td><strong>Score Range</strong></td>
<td>10-12pts</td>
<td>7-9pts</td>
<td>4-6pts</td>
<td>1-3pts</td>
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<tr>
<td><strong>Grade</strong></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td><strong>Description</strong></td>
<td>E: Excellent</td>
<td>VG: Very Good</td>
<td>S: Satisfactory</td>
<td>AC: Area of Concern</td>
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</tbody>
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Narrative: ____

Organization and Focus: ____

Language Conventions: ____

Total Score: ____