

Narrative Writing Rubric:

Georgia Performance Standard	Approaching Standard	Below Standard	Total
9 Points	7 Points	5 Points	
ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student a. Plans and drafts independently and resourcefully.	The student is beginning to use a planning technique such as a brainstorm but needs to develop ideas further.	The student is unable to use a planning technique, ideas are undeveloped and there is little planning shown.	
ELA5W2 The student demonstrates competence in a variety of genres. <i>The student produces a narrative that:</i> a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.	The student attempts to develop the readers interest using actions, dialogue, or by describing the setting.	The student makes little or no attempt to develop the reader's interest through the use of dialogue, action, or setting.	
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.	The student begins to develop a plot by introducing a problem and solution.	The student does little to develop the plot failing to introduce a problem and solution and giving little detail on conflict.	
c. Creates an organizing structure.	The student attempts to use paragraphs, may have some events out of order.	The student makes no attempt to use paragraphs.	
d. Includes sensory details and concrete language to develop plot and character.	The student includes only one example of sensory language in their writing.	The student does not include any sensory language in their writing.	
e. Excludes extraneous details and inconsistencies.	The student includes some details that do not add to the story.	The student includes a lot of detail that do not add to the story and writes off the topic.	
f. Develops complex characters through actions describing the motivation of characters and character conversation.	The student attempts to develop their characters through the use of dialogue.	The student does not develop their character through the use of dialogue.	
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.	The student attempts to use narrative strategies.	The student makes little or no attempt to use narrative strategies.	
h. Provides a sense of closure to the writing.	There is some closure to the story but there is still information needed to finish the story completely.	There is no attempt to finish the story, it is either incomplete or they have just stopped writing.	
i. Lifts the level of language using appropriate strategies including word choice.	The student is beginning to use exciting language to describe characters, setting, and plot.	The student makes little use of language to make their story more interesting or exciting.	
ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. c. Edits to correct errors in spelling, punctuation, etc	There is some evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	There is little or no evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	

Name:

Narrative Writing Rubric:

Georgia Performance Standard	Approaching Standard	Below Standard	Total
9 Points	7 Points	5 Points	
ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student a. Plans and drafts independently and resourcefully.	The student is beginning to use a planning technique such as a brainstorm but needs to develop ideas further.	The student is unable to use a planning technique, ideas are undeveloped and there is little planning shown.	
ELA5W2 The student demonstrates competence in a variety of genres. <i>The student produces a narrative that:</i> a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.	The student attempts to develop the readers interest using actions, dialogue, or by describing the setting.	The student makes little or no attempt to develop the reader's interest through the use of dialogue, action, or setting.	
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.	The student begins to develop a plot by introducing a problem and solution.	The student does little to develop the plot failing to introduce a problem and solution and giving little detail on conflict.	
c. Creates an organizing structure.	The student attempts to use paragraphs, may have some events out of order.	The student makes no attempt to use paragraphs.	
d. Includes sensory details and concrete language to develop plot and character.	The student includes only one example of sensory language in their writing.	The student does not include any sensory language in their writing.	
e. Excludes extraneous details and inconsistencies.	The student includes some details that do not add to the story.	The student includes a lot of detail that do not add to the story and writes off the topic.	
f. Develops complex characters through actions describing the motivation of characters and character conversation.	The student attempts to develop their characters through the use of dialogue.	The student does not develop their character through the use of dialogue.	
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.	The student attempts to use narrative strategies.	The student makes little or no attempt to use narrative strategies.	
h. Provides a sense of closure to the writing.	There is some closure to the story but there is still information needed to finish the story completely.	There is no attempt to finish the story, it is either incomplete or they have just stopped writing.	
i. Lifts the level of language using appropriate strategies including word choice.	The student is beginning to use exciting language to describe characters, setting, and plot.	The student makes little use of language to make their story more interesting or exciting.	
ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. c. Edits to correct errors in spelling, punctuation, etc	There is some evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	There is little or no evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	

Name: