

TNReady Grades 4-5 Narrative Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> effectively establishes a relevant situation to orient the reader and introduces a narrator and/or characters. utilizes effective organizational strategies to establish a sequence of events that unfolds naturally and logically. contains an effective conclusion that follows from the narrated events or experiences. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> effectively utilizes relevant narrative techniques, such as dialogue, description, and pacing,¹ to thoroughly develop experiences, events, and/or characters. effectively incorporates relevant, well-chosen details from the stimulus. effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language, including sensory details, appropriate to the task. utilizes sophisticated and varied transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> adequately establishes a relevant situation to orient the reader and introduces a narrator and/or characters. utilizes adequate organizational strategies to establish a sequence of events that unfolds naturally and logically. contains an adequate conclusion that follows from the narrated events or experiences. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> adequately utilizes relevant narrative techniques, such as dialogue, description, and pacing,¹ to sufficiently develop experiences, events, and/or characters. adequately incorporates relevant details from the stimulus. adequately demonstrates an understanding of the task and stimulus by using relevant, descriptive details in order to convey a precise picture of experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent command of precise language, including sensory details, appropriate to the task. utilizes appropriate and varied transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> conveys a limited, possibly confusing situation that may include a narrator and/or characters. contains a limited sequence of events that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences. contains a weak conclusion that may be loosely related to the narrated events or experiences. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> utilizes some relevant narrative techniques, such as dialogue, description, and pacing,¹ in order to partially develop experiences, events, and/or characters. utilizes limited, if any, relevant details from the stimulus. demonstrates some understanding of the task and stimulus by using some relevant or descriptive details in order to convey a limited picture of experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates inconsistent command of precise language, including sensory details. utilizes basic or repetitive transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains frequent errors that may significantly interfere with meaning.
1	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains an unclear, irrelevant, or no situation. contains no or an ineffective sequence of events that may be brief, confusing, or very hard to follow. contains no or an irrelevant conclusion. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains few or no relevant narrative techniques, such as dialogue, description, and pacing,¹ to develop experiences, events, and/or characters. contains no or irrelevant details from the stimulus. demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates little to no use of precise language, including sensory details. utilizes no or few transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

¹ Pacing is expected at grade 5.

² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.