

4TH/5TH GRADE PERSONAL CHRONOLOGICAL NARRATIVE RUBRIC

	Criteria for Evaluation	Scoring Guidelines
1	The student writes multiple paragraphs with a minimum of 18–20 complete, coherent, and logically sequenced sentences focused on a single event. <u>Do not count sentences</u> if the student has at least 1 1/2 pages focused on a single event (either location or umbrella focus). (3 possible points)	3 pts — 18 or more complete sentences or 1 1/2 page focused on a single event 2 pts — 15 complete sentences or at least 1 page focused on a single event 1 pt — at least 12 complete sentences or 2/3 page focused on a single event 0 pts — fewer than 12 complete sentences or sentences do not focus on single event
2	The student writes a <u>well thought-out</u> , yet <u>concise</u> , opening paragraph with at least 3 sentences that both entices and orients the reader to the subject. (2 possible points)	2 pts — at least 3 sentences; entices <u>and</u> orients reader to subject 1 pts — at least 3 sentences that orient reader to subject 0 pts — fewer than 3 sentences, not concise, or does not orient reader to the subject
3	The student uses relevant details to provide more information related to the event being narrated. There is a slowed-down elaboration of one <u>major</u> event (which may occur in stages, including what happened right before the event and what happened right after the event). (4 possible points)	4 pts — elaboration of one major event supported by at least 8 mature sentences containing relevant supporting details 3 pts — meets the above criteria but has at least 6 supporting sentences 1 pt — meets the above criteria but has at least 4 supporting sentences 0 pts — fewer than 4 supporting sentences that meet the above criteria
4	The student uses deliberate, mature, clear, and precise language to help the reader more vividly visualize the events, setting, and characters being described. This includes unique adjectives, precise nouns, and strong verbs. (2 possible points)	2 pts — at least 7 examples that help readers more vividly visualize the events, people, and setting 1 pt — at least 5 examples that meet the above criteria 0 pts — fewer than 5 examples
5	The student uses varied, subtle, and appropriate transition words and phrases denoting a passage of time or orientation to time. This should include at least one example of dynamic symmetry. (2 possible points)	2 pts — at least 9 examples; one transition is dynamic symmetry 1 pt — at least 7 examples 0 pts — fewer than 7 examples

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6	<p>The student provides intermittent reflections, either directly or indirectly related to the feelings of the character concerning the events being narrated.</p> <p>(2 possible points)</p>	<p>2 pts — at least 6 examples of <u>indirect</u> references 1 pt — at least 4 examples of <u>either</u> direct <u>or</u> indirect references 0 pts — fewer than 4 examples</p>
7	<p>The student writes a well thought-out closing paragraph that shows thought and expresses some observation, opinion, reaction, or feeling about the event described and refers directly or indirectly to key ideas in the opening paragraph.</p> <p>(2 possible points)</p>	<p>2 pts — a well thought out closing paragraph with at least 2 sentences that show thought and uniqueness (usually a surprise or heart touching ending) 1 pt — a closing paragraph with at least 2 sentences that shows thought and expresses some observation, opinion, reaction, or feeling about the event and either directly or indirectly refers to the prompt or key words from the opening paragraph (usually a circular ending) 0 pts — no closing or the closing does not meet the criteria for 1 pt</p>
8	<p>The student includes dialogue or monologue effectively to progress the story and/or reveal something about the main character. Usage does not cause a loss of focus.</p> <p>(1 possible point)</p>	<p>1 pt — dialogue or monologue used effectively at least once to progress the events or reveal character feelings within the story 0 pts — dialogue or monologue not used or is distracting or ineffective</p>
9	<p>Grammatical, spelling, and sentence construction errors do not inhibit the readability of the piece.</p> <p>(2 possible points)</p> <p>Note: For more detailed assessment use Conventions Rubric</p>	<p>2 pts — errors do not interfere with readability 1 pt — errors interfere somewhat with readability 0 pts — errors interfere significantly with readability</p>