

East Whittier City School District, Grade 5
Scoring Rubric for Narrative, Response to Literature, and Persuasive Writing

1. PURPOSE AND AUDIENCE	
4	Thoroughly addresses the intended audience’s concerns, engages the intended audience’s attention, and considers who the intended audience will be
3	Consistently addresses the intended audience’s concerns, engages the intended audience’s attention, and considers who the intended audience will be
2	Inconsistently addresses the intended audience’s concerns, engages the intended audience’s attention, and considers who the intended audience will be
1	Lacks a clear understanding of the audience and/or purpose

2. ORGANIZATION AND FOCUS	
4	Maintains a thorough, consistent point of view, focus, organizational structure, including topic sentences relating to the thesis, important ideas, details, and concluding paragraph
3	Maintains a consistent point of view, focus, and organizational structure, including topic sentences relating to the thesis, important ideas, details, and concluding paragraph
2	Maintains an inconsistent point of view, focus, organizational structure, including topic sentences relating to the thesis, important ideas, details, and concluding paragraph
1	Lacks adequate organization, topic sentences, details, concluding sentences; may be brief or rambles, and/or difficult to understand

3. SENTENCE STRUCTURE	
4	Consistently and correctly uses prepositional phrases, appositives, and independent and dependent clauses; uses transitions and conjunctions to connect ideas
3	Correctly uses prepositional phrases, appositives, and independent and dependent clauses; uses transitions and conjunctions to connect ideas
2	Inconsistently uses prepositional phrases, appositives, and independent and dependent clauses; uses some transitions and conjunctions to connect ideas
1	Lacks adequate correct use of prepositional phrases, appositives, and independent and dependent clauses; does not use transitions and conjunctions to connect ideas

4. LANGUAGE CONVENTIONS	
4	Consistently uses grammatical conventions including noun/verb agreement, verb tense, and correct use of modifiers and pronouns; correct use of capitalization, colons, and quotation marks. No major spelling errors and contractions are spelled correctly
3	Adequately uses grammatical conventions including noun/verb agreement, verb tense, and correct use of modifiers and pronouns; correct use of capitalization, colons, and quotation marks. Includes some spelling errors and most contractions are spelled correctly
2	Inconsistently uses grammatical conventions: including some noun/verb agreement, verb tense, and correct use of modifiers and pronouns; some correct use of capitalization, colons, and quotation marks. Some major spelling errors and some contractions are spelled incorrectly and interfere with understanding of the writing
1	Lacks adequate grammatical conventions including noun/verb agreement, verb tense, and correct use of modifiers and pronouns; incorrect use of capitalization, colons, and quotation marks. Writing has major spelling errors; contractions are spelled incorrectly and interfere with understanding of the writing

5. THESIS	
4	Consistently establishes a clear, coherent, and focused main idea and exhibits a complete understanding of the subject matter
3	Establishes a clear, coherent, and focused main idea
2	Inconsistently establishes a clear, coherent, and focused main idea
1	Lacks a clear, coherent, and focused main idea

6. NARRATIVE	
4	Consistently establishes a plot, point of view, setting, and conflict that shows rather than tells the events of the story; use of figurative language
3	Establishes a plot, point of view, setting, and conflict that shows rather than tells the events of the story; may use some figurative language
2	Inconsistently establishes a plot, point of view, setting, and/or conflict that sometimes shows rather than tells the events of the story; no evidence of figurative language
1	Lacks a clear a plot, point of view, setting, and/or conflict that tells the events of the story

6. RESPONSE TO LITERATURE	
4	Consistently shows evidence of understanding the literary work and author's purpose; supports opinions and judgments with references from the text and prior knowledge
3	Shows evidence of understanding the literary work and author's purpose; mostly supports opinions and judgments with references from the text and prior knowledge
2	Inconsistently shows evidence of understanding the literary work and author's purpose; inconsistently supports opinions and judgments with references from the text and prior knowledge
1	Lacks understanding of the literary work and author's purpose; doesn't support opinions and judgments

6. PERSUASIVE LETTERS AND COMPOSITIONS	
4	Consistently states a clear position at the beginning of the paper, including reasons and facts that support the position, with a conclusion that restates the position of the paper; opposing views were responded to in the paper
3	States a clear position at the beginning of the paper, including reasons and facts that support the position, with a conclusion that restates the position of the paper
2	Inconsistently states a clear position at the beginning of the paper, including reasons and facts that support the position, with a conclusion that restates the position of the paper
1	Lacks a clear position at the beginning of the paper, reasons and facts that support the position, or a conclusion that restates the position of the paper