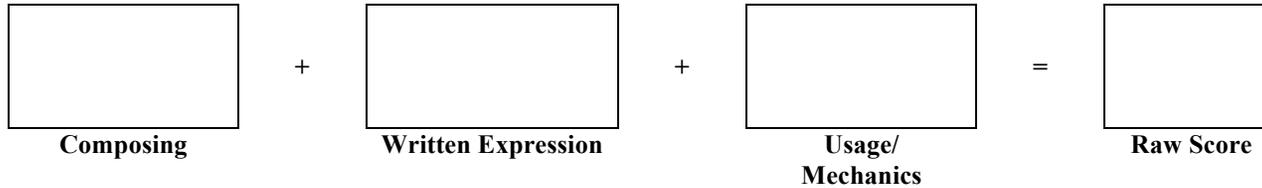


Grade 5 Writing Rubric

COMPOSING MEETS = 3		WRITTEN EXPRESSION MEETS = 3		USAGE/MECHANICS REASONABLE CONTROL	
<p>___ Prewriting:</p> <p>___ Central Idea: A clear consistent focus on a central idea is developed.</p> <p>___ Organization: A logical plan is used for developing a central idea, which includes a strong beginning, middle, and end.</p> <p>___ Elaboration: The details, illustrations, events, reasons and examples focus on a central idea.</p> <p>___ Technology: Use technology to support writing.</p> <p>___ Citation:</p>	<p>Prewriting: -Use a prewriting strategy -Identify intended audience</p> <p>Central Idea: -Organize information to convey a central idea -Write a clear topic sentence focusing on the main idea</p> <p>Organization: -Write multi-paragraph compositions focused on a topic -Clearly introduce a topic -Group related information in paragraphs and sections -Organize an event sequence that unfolds naturally -Provide a concluding statement or section related to the topic</p> <p>Elaboration: -Include supporting details and elaborate the main idea -Use facts, definitions, opinions, quotations, details, or other examples or information to develop the topic</p> <p>Technology: -Use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.</p> <p>Citation: -Give credit to sources used in research</p>	<p>___ Language: Specific vocabulary, vivid word choices, and precise information create images in the reader's mind.</p> <p>___ Voice: Writer's presence is created by words and information.</p> <p>___ Tone: Writer's attitude about the topic is developed through the manipulation of the vocabulary and information.</p> <p>___ Rhythmic Flow: Rhythmic flow, resulting from purposeful sentence variety and transitions, is present.</p>	<p>Language: -Use specific vocabulary, words and phrases to inform and explain the topic/convey experiences and events -Use precise language and content specific vocabulary to inform about or explain a topic to persuade, describe, or entertain -Select specific information to guide readers more purposefully through the piece -Use dialog or description to develop experiences or characters -Revise writing for clarity of content using specific vocabulary and information</p> <p>Voice: -Use precise, descriptive vocabulary to show the writer's personality -Use humor, dialogue, and figurative language (simile, metaphor, personification)</p> <p>Tone: -Purposefully shape and control language to demonstrate an awareness of the intended audience</p> <p>Rhythmic Flow: -Use transition words and/or phrases for sentence variety, to connect thoughts, and to manage the sequence of events -Include sentences of various lengths and beginnings to create a pleasant, informal rhythm</p>	<p>___ Sentence Formation: Writes grammatically correct, complete sentences.</p> <p>___ Usage: The way in which words and phrases are actually used.</p> <p>___ Mechanics: Few errors in formatting, spelling, capitalization, internal and end punctuation, and titles of works are present.</p>	<p>Sentence Formation: - Appropriately use subject, predicate, and prepositional phrases to form sentences -All sentences are complete: -avoid run-ons -avoid fragments</p> <p>Usage: -Use the perfect verb tenses -Use verb tenses to convey various times, sequences, states and conditions -Use adjective and adverb comparisons -Agreement: subject-verb, pronoun, and pronoun case -Use adverbs instead of adjectives where appropriate -Use interjections -Eliminate double negatives -Use conjunctions</p> <p>Mechanics -Formatting: Use paragraph indentation/spacing between -Spelling: Use correct spelling of commonly used words -Capitalization: Capitalize proper nouns and words at the beginning of sentences, and the word <i>I</i> -Internal punctuation: - Use commas in series, to set off the words <i>yes</i> and <i>no</i>, to indicate a direct address, to separate coordinate adjectives, to separate an introductory element from the rest of the sentence, and interjections/interrupters -Use apostrophes in contractions and in plural possessives -Use quotation marks with dialogue -Use hyphens to divide words at the end of a long -End punctuation: Punctuate declarative (.), interrogative (?), and exclamatory (!) sentences - Indicate the titles of works (underlining, quotation marks or italics)</p>

Grade 5 Writing Rubric

First _____ Last _____



Add the three scores together to get a raw score; divide the sum (raw score) by 3 to get the total score.

/ 3 = (total score)
(raw score)

Score	Descriptors
4 = Exceeds	Exemplary, advanced, consistent, near perfect, high
3 = Meets	Almost accomplished, proficient, solid, reasonable, S, middle/high
2 = Almost meets	Partially meets, developing, basic, inconsistent, P, middle/low
1 = Does not meet	Not evident, below basic, little or no control, N, low

At the fifth-grade level, students will continue to grow as writers as they write to describe, to inform, to entertain, to explain, and to persuade. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.