

Performance Outcomes

Grade 5 Writing:

- Introduce and develop a topic, incorporating evidence and supporting details
- Organize information to convey a central idea with regard to audience and purpose
- Use precise and descriptive vocabulary to create tone
- Use varied sentence structure by using transition words and prepositional phrases
- Demonstrate reasonable control of sentence formation, usage and mechanics
- Research and utilize information from relevant resources (when applicable)
- Develop a narrative with characters, setting(s), and plot events, including conflict and resolution (when applicable)

5th Grade Writing Rubric
 Composing Score *2 Written Expression Score *2 Usage/Mechanics Score *1

	4	3	2	1
CENTRAL IDEA	<ul style="list-style-type: none"> • Clear, consistent focus on a central idea • Addresses intended audience and purpose 	<ul style="list-style-type: none"> • A consistent focus on central idea • Attempts to address intended audience and purpose 	<ul style="list-style-type: none"> • Inconsistent focus on central idea • Limited awareness of audience and purpose 	<ul style="list-style-type: none"> • Little or no focus on a central idea • No awareness of audience and purpose
ORGANIZATION AND UNITY	<ul style="list-style-type: none"> • Fully develops an introduction, body, and conclusion that are consistently connected to a central idea or theme • Each paragraph has topic sentence that develops the main idea • Effectively uses transitional words and/or phrases to connect ideas across paragraphs and sometimes within paragraphs 	<ul style="list-style-type: none"> • Develops an introduction, body, and conclusion that are connected to a central idea or theme • Each paragraph has a topic sentence focused on the main idea • Uses transitional words and/or phrases to connect ideas across paragraphs 	<ul style="list-style-type: none"> • Limited development of an introduction, body, and/or conclusion, with inconsistent connection to a central idea or theme • Some paragraphs include an unclear or weak topic sentence • Inconsistent use of transitional words and/or phrases to connect ideas across paragraphs 	<ul style="list-style-type: none"> • Development of an introduction, body, and/or conclusion are absent or disconnected from a central idea or theme • Paragraphs do not have a topic sentence • Little or no evidence of transitional words and/or phrases to connect ideas
ELABORATION AND DETAILS	<ul style="list-style-type: none"> • Fully elaborates using a range of highly relevant facts, definitions, opinions, details, and/or other examples to support the central idea <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Fully elaborates using descriptive details to develop the plot, setting or characters 	<ul style="list-style-type: none"> • Elaborates using relevant facts, definitions, opinions, details, and/or other examples to support the central idea <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Somewhat elaborates with details to develop plot, setting or characters 	<ul style="list-style-type: none"> • Includes limited range of mostly relevant facts, definitions, opinions, details, and/or other examples to support the central idea <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Limited elaboration and use of details to develop the plot, setting, or characters 	<ul style="list-style-type: none"> • Includes little or no elaboration, details and/or examples, which may have unclear relevance to the central idea <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Little or no evidence of elaboration or details to develop the plot, setting, or characters
RESEARCH (when applicable)	<ul style="list-style-type: none"> • Gathers, organizes and uses relevant information to support the central idea • Give credit to all sources used 	<ul style="list-style-type: none"> • Gathers, organizes, and uses mostly relevant information to support the central idea • Give credit to most sources used 	<ul style="list-style-type: none"> • Gathers limited information that is disorganized and does not support the central idea • Rarely gives credit to sources used 	<ul style="list-style-type: none"> • Gathers little relevant information to support the central idea • No credit given to sources used

COMPOSING

5th Grade Writing Rubric
 Composing Score *2 Written Expression Score *2 Usage/Mechanics Score *1

WRITTEN EXPRESSION

	4	3	2	1
STYLE	<ul style="list-style-type: none"> Author’s style includes consistent use of variety in sentence structure, transitions, and prepositional phrases. 	<ul style="list-style-type: none"> Author’s style includes some use of variety in sentences, transitions, and prepositional phrases 	<ul style="list-style-type: none"> Author’s style includes limited use of variety in sentence, transitions, and prepositional phrases 	<ul style="list-style-type: none"> Author’s style includes repetitive or unvaried use of sentence structure, transitions, and prepositional phrases
WORD CHOICE	<ul style="list-style-type: none"> Contains highly specific word choice, descriptive language, and selected information Appropriate tone Evidence of writer’s voice 	<ul style="list-style-type: none"> Contains specific word choice, descriptive language, and selected information Evidence of tone Some evidence of writer’s voice 	<ul style="list-style-type: none"> Limited word choice, descriptive language and selected information Inconsistent tone Limited evidence of writer’s voice 	<ul style="list-style-type: none"> Little or no specific word choice, descriptive language, and selected information Little or no tone No evidence of writer’s voice

	4	3	2	1
SENTENCE FORMATION	<ul style="list-style-type: none"> Exhibits consistent control of sentence formation, avoiding fragments and run-ons. 	<ul style="list-style-type: none"> Exhibits reasonable control of sentence formation, avoiding fragments and run-ons. 	<ul style="list-style-type: none"> Exhibits inconsistent control of sentence formation, including fragments and run-ons. 	<ul style="list-style-type: none"> Exhibits little or no control of sentence formation, including fragments and run-ons.
USAGE/MECHANICS CAPITALIZATION SPELLING PUNCTUATION FORMATTING	<ul style="list-style-type: none"> Consistently correct use of capitalization and punctuation Consistently correct spelling in commonly used and grade-level appropriate words Multiple paragraphs are properly formatted 	<ul style="list-style-type: none"> Occasional errors in capitalization and punctuation Correctly spells most commonly used and grade-level appropriate words Some paragraphs are formatted 	<ul style="list-style-type: none"> Inconsistent use of capitalization and punctuation Some spelling errors of commonly used and grade-level appropriate words Limited use of paragraph formation 	<ul style="list-style-type: none"> Errors in capitalization and punctuation Numerous spelling errors interfere with the readability of the writing No evidence of paragraph formation

USAGE/MECHANICS