

## 5<sup>th</sup> Grade Report Card Rubric

### Writing

#### Curriculum Continuum & Expectations for Marking Periods 1, 2, & 3

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
		<b>BASED ON THE GRADE-LEVEL WRITING GENRES:</b> <ul style="list-style-type: none"> <li>• <b>Opinion / Informative / Explanatory</b></li> <li>• <b>Narrative (Real or Imagined)</b></li> </ul>	
<p>The student rarely meets the expectations.</p>	<p>The student sometimes meets the expectations.</p>	<p><b><u>Creates writing with purpose and meaning:</u></b></p> <ul style="list-style-type: none"> <li>• Author’s purpose / point-of-view / opinion are evident and reflect the genre.</li> <li>• Descriptive details are used that develops a central idea which is evident and focused.</li> <li>• Includes facts, details, and relevant information to sufficiently develop a chosen topic, experiences, events, characters, convey an opinion, and/or support a point of view.</li> <li>• Summarizes and paraphrases different aspects of a topic (from several sources; print and digital), using academic and domain-specific words (and provide a list of sources).</li> <li>• Uses evidence from literary or informational text to support analysis, reflection, and research in their writing.</li> </ul> <hr/> <p><b><u>Produces writing that is organized and structured:</u></b></p> <ul style="list-style-type: none"> <li>• Produces clear and coherent writing that has been developed and organized according to the genre, task, purpose, and audience.</li> <li>• Produces clear and coherent writing that has a sequence of events that includes transition/linking words and phrases.</li> <li>• Produces an organizational structure that unfolds naturally and logically; such as an introduction which orients the readers, and a resolution/conclusion that reflects upon sequence of events or reasons that are supported by evidence.</li> </ul> <hr/> <p><b><u>Applies craft and style to convey ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Uses dialogue and narration to develop experiences, events, and characters.</li> <li>• Uses descriptive and sensory details to sufficiently convey experiences, events, settings, or ideas and information.</li> <li>• Uses precise language and descriptive details to convey narratives, sequence of events, information, opinions, &amp;/or reasons.</li> <li>•</li> </ul> <hr/> <p><b><u>Demonstrates command of mechanics and conventions:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates command of the conventions of standard English grammar and usage.</li> <li>• Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.</li> </ul>	<p>The student exceeds the grade-level expectations.</p>

		<p><b><u>Strengthens writing through revision:</u></b></p> <ul style="list-style-type: none"><li>• Makes changes to his or her writing to improve the overall quality; purpose, meaning, organization, structure, craft, and style.</li><li>• Makes changes to his or her writing to hold the reader's attention with the audience in mind.</li></ul>	
		<p><b><u>Demonstrates writing stamina:</u></b></p> <ul style="list-style-type: none"><li>• Writes routinely and over time for a range of discipline-specific tasks, purposes, and audiences.</li></ul>	