

Semester ONE Rubric – GRADE 5

# WRITING

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas before writing (prewrites)	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient prewriting skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>Considers purpose, audience and genre before writing</li> <li>Generates ideas (brainstorms independently and with peers and/or uses writer's notebook)</li> <li>Seeks and gathers necessary information</li> <li>Narrows topic</li> </ul> <p><b>Without teacher support:</b></p> <ul style="list-style-type: none"> <li>Uses grade-appropriate strategies and tools to organize ideas (graphic organizers, note-taking, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient prewriting skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient prewriting skills and/or requires intensive teacher help</li> </ul>

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Creates draft from ideas	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient drafting skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>Creates draft from prewrite activities</li> <li>Re-reads while drafting</li> <li>Creates a draft that makes sense</li> <li>Develops text with purpose</li> <li>Attempts to include genre characteristics in first draft</li> <li>Uses vocabulary of a writer to include in own writing and/or show understanding of (including but not limited to):                             <ul style="list-style-type: none"> <li>Dialogue</li> <li>Mood</li> <li>Onomatopoeia</li> <li>Point of View</li> <li>Plot</li> <li>Simile</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient drafting skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient drafting skills and/or requires intensive teacher help</li> </ul>

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Conferences and utilizes feedback to make improvements	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient conferencing skills</li> </ul>	<b>With teacher support:</b> <ul style="list-style-type: none"> <li>Re-reads own writing</li> <li>Independently identifies topic for conference</li> <li>Shares writing with teacher and peers</li> <li>Seeks and considers feedback from teacher and peers</li> </ul>	Demonstrates some proficient conferencing skills and/or requires additional teacher help and: <ul style="list-style-type: none"> <li>May be reluctant to share and conference</li> <li>Shares without purpose</li> </ul>	Demonstrates few proficient drafting skills and/or requires intensive teacher help and: <ul style="list-style-type: none"> <li>May be resistant to share and conference</li> <li>Does not understand concept of conferencing</li> </ul>
Revises writing to make improvements (adds, subtracts, combines, or rearranges text)	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient revision skills</li> </ul>	<b>With teacher support:</b> <ul style="list-style-type: none"> <li>Based on conferences and self-assessment, student:               <ul style="list-style-type: none"> <li>✓ Adds, subtracts or rearranges text to clarify ideas, meaning and improve word choice</li> <li>✓ Recognizes that text has a structure and a genre</li> <li>✓ Organizes text to convey message, topic or idea</li> <li>✓ Attempts to include own voice in writing</li> <li>✓ Adjusts word order for fluency</li> </ul> </li> <li>Improves draft by using resource materials (dictionary, thesaurus, reference books, technology, etc)</li> </ul>	Demonstrates some proficient revision skills and/or requires additional teacher help and: <ul style="list-style-type: none"> <li>May be reluctant to revise</li> </ul>	Demonstrates few proficient revision skills and/or requires intensive teacher help and: <ul style="list-style-type: none"> <li>May be resistant to revise</li> </ul>

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Edits writing (capitalization, punctuation, grammar, and spelling)	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient editing skills</li> </ul>	<ul style="list-style-type: none"> <li>Begins to identify and correct some errors according to grade level convention chart for capitalization, punctuation, grammar and spelling.</li> <li>Appropriately uses reference materials to assist in editing</li> </ul> <p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>Uses grade-level editing marks</li> </ul>	<p>Demonstrates some proficient editing skills and/or requires additional teacher help and:</p> <ul style="list-style-type: none"> <li>May be reluctant to edit</li> </ul>	<p>Demonstrates few proficient editing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>May be resistant to edit</li> </ul>
Publishes and shares writing	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient editing skills</li> <li>Publishes in a variety of formats including technology when appropriate</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>Uses the writing process to publish a piece of writing</li> <li>Shares final product with intended audience</li> <li>Demonstrates pride of ownership and neatness</li> <li>Published in a variety of ways (handwritten, word processed, presentation software, visual aids)</li> </ul>	<p>Demonstrates some proficient publishing skills and/or requires additional teacher help and:</p> <ul style="list-style-type: none"> <li>May be reluctant to publish</li> </ul>	<p>Demonstrates few proficient publishing skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> <li>May be resistant to publish</li> </ul>

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Writes in a variety of formats/genres (self-selected and teacher-assigned)	<p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> <li>Experiments with genres beyond grade-level expectations</li> <li>Shows above grade level grasp of genres in Writer's Workshop writing</li> <li>Shows above level grasp and application of focus genres</li> <li>Exceeds grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>Writes correctly in a variety of genres</li> <li>Self-selects and/or applies appropriate genre format (i.e. poetry format vs. report format)</li> <li>Understands concept of "choosing a genre" as part of writer's workshop writing</li> <li>Demonstrates <b>understanding of and publishes in</b> grade-level genre focus as taught each quarter: <ul style="list-style-type: none"> <li>✓ Personal Narrative</li> <li>✓ Research Paper</li> <li>✓ Biography</li> <li>✓ Persuasive Writing</li> </ul> </li> <li>Publishes in a timed writing genre (as grade appropriate): <ul style="list-style-type: none"> <li>✓ Completes a piece in allotted time (up to 30 minutes)</li> <li>✓ Compacts writing process steps</li> </ul> </li> </ul> <p>Responds appropriately to prompt</p>	<ul style="list-style-type: none"> <li>Demonstrates some proficient genre skills and/or requires some teacher help</li> <li>Inconsistently understands or demonstrates genre skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient genre skills and/or requires intensive teacher help</li> </ul>

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Demonstrates legible handwriting in daily work	<p>Independently demonstrates all proficient handwriting skills and:</p> <ul style="list-style-type: none"> <li>▪ Handwriting enhances effectiveness of published piece</li> <li>▪ Handwriting is pleasing to the eye</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintains manuscript handwriting skills developed in previous grades</li> <li>▪ Uses cursive writing per grade level expectations (may use visual aid)</li> <li>▪ Writing is neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some proficient handwriting skills and/or may require teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient handwriting skills and/or requires intensive teacher help</li> </ul>