

Semester TWO Rubric – GRADE 5

WRITING

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes before writing (prewrites)	<p>Independently demonstrates all proficient prewriting skills beyond grade-level expectation and:</p> <ul style="list-style-type: none"> Understands and utilizes connection between genre and prewriting strategies 	<ul style="list-style-type: none"> Considers purpose, audience and genre before writing Generates ideas (brainstorms independently and with peers and/or uses writer's notebook) from verbal and/or written prompt Seeks and gathers necessary information Narrows topic Uses grade-appropriate strategies and tools to organize ideas (graphic organizers, note-taking, etc.) 	<ul style="list-style-type: none"> Demonstrates some proficient prewriting skills and/or requires some teacher help 	<ul style="list-style-type: none"> Demonstrates few proficient prewriting skills and/or requires intensive teacher help
Creates draft from ideas	<p>Independently demonstrates all proficient drafting skills beyond grade-level expectation and:</p> <ul style="list-style-type: none"> Elaborates appropriately beyond grade-level expectations Considers and applies Six Traits when drafting 	<ul style="list-style-type: none"> Creates draft from prewrite activities Re-reads while drafting Creates a draft that makes sense Develops text with purpose Attempts to include genre characteristics in first draft Includes in own writing and/or shows understanding of: <ul style="list-style-type: none"> Dialogue Mood Onomatopoeia Point of View Plot Simile 	<ul style="list-style-type: none"> Demonstrates some proficient drafting skills and/or requires some teacher help 	<ul style="list-style-type: none"> Demonstrates few proficient drafting skills and/or requires intensive teacher help

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Conferences and utilizes feedback to make improvements	<p>Independently demonstrates all proficient conferencing skills beyond grade-level expectation and:</p> <ul style="list-style-type: none"> ▪ Seeks and effectively utilizes conferencing throughout writing process 	<ul style="list-style-type: none"> ▪ Re-reads own writing ▪ Independently identifies topic for conference ▪ Shares writing with teacher and peers ▪ Seeks and considers feedback from teacher and peers 	<p>Demonstrates some proficient conferencing skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> ▪ May be reluctant to share and conference ▪ Shares without purpose 	<p>Demonstrates few proficient drafting skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> ▪ May be resistant to share and conference ▪ Does not understand concept of conferencing
Revises writing to make improvements (adds, subtracts, combines, or rearranges text)	<p>Independently demonstrates all proficient revision skills beyond grade-level expectation and:</p> <ul style="list-style-type: none"> ▪ Revision dramatically enhances original draft 	<ul style="list-style-type: none"> ▪ Based on conferences and self-assessment, student uses 6 Trait criteria to: <ul style="list-style-type: none"> ✓ Add, subtract or rearrange text to clarify ideas, meaning and improve word choice ✓ Recognize that text has a structure and a genre ✓ Organize text to convey message, topic or idea ✓ Attempt to include own voice in writing ✓ Adjust word order for fluency ▪ Improves draft by using resource materials (dictionary, thesaurus, reference books, technology, etc) 	<p>Demonstrates some proficient revision skills and/or requires some teacher help and:</p> <ul style="list-style-type: none"> ▪ May be reluctant to revise 	<p>Demonstrates few proficient revision skills and/or requires intensive teacher help and:</p> <ul style="list-style-type: none"> ▪ May be resistant to revise

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

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Writes using 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"> Experiments with genres beyond grade-level expectations Shows above grade level grasp of genres in Writer's Workshop writing Shows above level grasp and application of focus genres Exceeds grade level expectations 	<ul style="list-style-type: none"> Writes correctly in a variety of genres Self-selects and/or applies appropriate genre format (i.e. poetry format vs. report format) Understands concept of "choosing a genre" as part of writer's workshop writing Demonstrates understanding of and publishes in grade-level genre focus as taught each quarter: <ul style="list-style-type: none"> ✓ Personal Narrative ✓ Research Paper ✓ Biography ✓ Persuasive Writing Publishes in a timed writing genre (as grade appropriate): <ul style="list-style-type: none"> ✓ Completes a piece in allotted time (up to 60 minutes) ✓ Compacts writing process steps <p>Responds appropriately to prompt</p>	<ul style="list-style-type: none"> Demonstrates some proficient genre skills and/or requires some teacher help Inconsistently understands or demonstrates genre skills and/or requires additional teacher help 	<ul style="list-style-type: none"> Demonstrates few proficient genre skills and/or requires intensive teacher help

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