



# 5th Grade Writing

## **Purpose**

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

## 5<sup>th</sup> Grade Writing

Statement	Exceeds	Secure	Developing	Beginning
<b>Considers purpose and audience when prewriting</b>	Produces coherent writing from a student generated prewriting strategy in which the development and organization are appropriate to task, purpose, and audience	Produces coherent writing in which the development and organization are appropriate to task, purpose, and audience	Produces coherent writing in which the development and organization are appropriate to task, purpose, OR audience	Produces writing in which the development and organization are not appropriate to task, purpose, and audience
<b>Revises to strengthen writing</b>	Strengthens writing piece independently	Uses peer / teacher suggestions to create a stronger piece of writing	Uses peer / teacher suggestions to alter writing piece; does not revise independently to strengthen own writing piece	Changes writing piece by editing spelling, punctuation, and grammar and does not take suggestions to alter writing from peers or teacher
<b>Edits for grade level conventions</b>	Independently edits for grade level conventions (indenting, capitalization, spelling, punctuation) to create a stronger piece of writing	Independently edits for grade level conventions (indenting, capitalization, spelling, punctuation) and uses peer / teacher suggestions to create a stronger piece of writing	Uses peer / teacher suggestions to alter writing piece; does not edit independently to strengthen own writing piece	Does not edit or use peer / teacher suggestions
<b>Uses technology to publish a piece of writing</b>	Uses student generated complex technology source to publish and produce writing	Produces and publishes a two page piece of writing in one sitting to interact and collaborate with others using the Internet, possibly including blogs, wikis, twitter, powerpoint, etc.	Produces and publishes a one page piece of writing in multiple sittings to interact and collaborate with others using the Internet, possibly including blogs, wikis, twitter, powerpoint, etc	Publishes a piece of writing using teacher-selected digital tools

<b>Writes a response to text</b>	Supports reflection, analysis, and research with multiple pieces of evidence from literary or informational texts AND provides multiple perspectives	Supports reflection, analysis, and research with multiple pieces of evidence from literary or informational texts	Supports reflection, analysis, or research with multiple pieces of evidence from literary or informational texts	Writes reflection or analysis without or with one piece of evidence from literary or informational texts
<b>Writes a narrative with a developed plot</b>	Writes a narrative, real or imagined, with a well developed plot including a theme	Writes a narrative, real or imagined, with a developed plot, descriptive details, and clear sequence of events	Writes a narrative, real or imagined, with a plot; does not include either descriptive details or clear sequence of events	Writes a brief narrative that excludes multiple required parts: story elements, descriptive details, or clear sequence of events
<b>Writes an opinion piece on topics and texts with supporting reasons and information</b>	Writes opinion pieces on topics and texts with supporting reasons and information providing reflection	Writes opinion pieces on topics and texts with supporting reasons and information	Writes opinion pieces on a topic or text with supporting reasons or information	Writes an opinion piece on a topic or text without supporting reasons or information
<b>Writes an informative/explanatory piece including a topic and details</b>	Writes a researched informative/explanatory text including facts from multiple resources and uses an appropriate text structure	Writes a structured informative/explanatory piece including main idea and supporting details	Writes an informative/explanatory paragraph using main idea and supporting details OR Writes informative/explanatory paragraphs without main idea and/or supporting details	Writes an informative/explanatory paragraph without using main idea and supporting details

<b>Investigates multiple sources to conduct short research projects</b>	Conducts research projects summarizing information from multiple sources and uses relevant information from experiences (schema) to gain knowledge on a topic AND independently uses multimedia presentation tools	Conducts research projects summarizing information from multiple sources and uses relevant information from experiences (schema) to gain knowledge and draw conclusions on a topic	Conducts research projects summarizing information from a source and uses relevant information from experiences (schema) to gain knowledge on a topic	Conducts research projects using information from a sources and uses information from experiences (schema) to gain knowledge on a topic
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*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*