

## 5<sup>th</sup> Grade Narrative Story Writing Rubric – Unit 1

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Writing</b>	<b>W.5.3a</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> orients the reader and establishes a situation in an engaging way that draws the reader in.</li> <li><input type="checkbox"/> introduces a narrator and/or characters in an interesting way.</li> <li><input type="checkbox"/> skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end.</li> </ul>	<p><b>(Organization &amp; Structure) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> begins to orient the reader and develop a situation in the introduction; may be basic.</li> <li><input type="checkbox"/> introduces a narrator and/or characters in a simple or general way.</li> <li><input type="checkbox"/> organizes an event sequence in an understandable order.</li> </ul>	<p><b>(Organization &amp; Structure) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fails to establish a situation as part of the introduction.</li> <li><input type="checkbox"/> does not introduce a narrator and/or characters.</li> <li><input type="checkbox"/> has no evident sequencing of events.</li> </ul>	<p><b>12-15 = Meets</b></p> <p><b>9-11= Approaching</b></p> <p><b>&lt; 9 = Below</b></p>
	<b>W.5.3d</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> skillfully uses a variety of (4+) transition words, phrases, and clauses to manage the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> uses some (2-3) transition words, phrases, and clauses to manage the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> fails to use any transition words, phrases, or clauses to manage the sequence of events.</li> </ul>	
	<b>W.5.3e</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provides a recognizable or simple conclusion; may be underdeveloped.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> has no conclusion.</li> </ul>	
	<b>W.5.3b</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</li> <li><input type="checkbox"/> skillfully uses narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations with specificity and vivid details.</li> </ul>	<p><b>(Ideas &amp; Content) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> addresses the prompt/task with some drift in focus.</li> <li><input type="checkbox"/> offers some simple dialogue, description and pacing to tell about experiences and events or attempts to show the responses of characters to situations with some detail.</li> </ul>	<p><b>(Ideas &amp; Content) The writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> does not address the prompt/task; lacks focus.</li> <li><input type="checkbox"/> fails to develop experiences and events or to give details to show the responses of characters to situations.</li> </ul>	<p><b>7-9 = Meets</b></p> <p><b>5-6 = Approaching</b></p> <p><b>&lt; 5 = Below</b></p>
	<b>W.5.3d</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> uses carefully chosen concrete words and phrases and sensory details to convey experiences and events precisely; creates strong, fresh, vivid images.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> uses concrete words and phrases and sensory details to convey experiences and events; descriptions may be mundane or repetitious.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> uses a limited range of concrete words and phrases and sensory details.</li> </ul>	

## 5<sup>th</sup> Grade Narrative Story Writing Rubric – Unit 1 (Continued)

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Language</b>	<b>L.5.1</b> <input type="checkbox"/> (Sentence Fluency) The writing: incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	<input type="checkbox"/> (Sentence Fluency) The writing: has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	<input type="checkbox"/> (Sentence Fluency) The writing: has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	7-9 = Meets  5-6 = Approaching  <5 = Below  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	<b>L.5.2</b> <input type="checkbox"/> (Conventions) The writing: demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<input type="checkbox"/> (Conventions) The writing: contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<input type="checkbox"/> (Conventions) The writing: numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	<b>(L.5.5) (L.5.6)</b> <input type="checkbox"/> (Word Choice & Vocabulary) The writing: accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.	<input type="checkbox"/> (Word Choice & Vocabulary) The writing: incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery.	<input type="checkbox"/> (Word Choice & Vocabulary) The writing: uses a limited range of words and/or some vocabulary is misused making the message unclear.	
*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. ( ) = partially meets requirements of the standard.		<b>Score “O”</b> - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
<b>26 – 33 = Meets Grade Level Expectations</b> <b>20 – 25 = Approaching Grade Level Expectations</b> <b>&lt; 20 = Below Grade Level Expectations</b>				<b>Overall Score:</b> <div style="border: 1px solid black; width: 50px; height: 40px; display: inline-block; margin-left: 10px;"></div>

<p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ol>	<p><b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol> <p><b>L.5.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>
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## 5th Grade Informative/Explanatory Writing Rubric with Research – Unit 2

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Reading Comprehension*</b>	<b>RI.5.1 or RL.5.1</b>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when drawing inferences from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> offers a few quotes from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> offers a few quotes from what can be inferred from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.</p> <p><input type="checkbox"/> provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	<b>W.5.2a</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> clearly introduces the topic in an engaging way that draws the reader in; provides a central idea and focus for the piece.</p> <p><input type="checkbox"/> creates an organizational structure in which related information is logically grouped in a compelling way.</p> <p><input type="checkbox"/> effectively includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> offers a beginning introduction to the topic; may provide a limited focus for the piece.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader's ability to always see the connection between how related information has been grouped together.</p> <p><input type="checkbox"/> includes limited formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> fails to introduce or reference the topic; lacks a focus for the piece.</p> <p><input type="checkbox"/> provides a progression of information that lacks cohesion; difficult or impossible to follow.</p> <p><input type="checkbox"/> does not include formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p>	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
<b>Writing</b>	<b>W.5.2e</b>	<p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the information or explanation.</p>	<p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p><input type="checkbox"/> has no identifiable conclusion.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>

## 5th Grade Informative/Explanatory Writing Rubric with Research – Unit 2 (continued)

### W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<b>Writing</b>	<b>W.5.2b</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not address the prompt/task; lacks focus.	<p><b>10-12 = Meets</b></p> <p><b>7-9 = Approaching</b></p> <p><b>&lt;7 = Below</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	<b>W.5.2c</b>	<p><input type="checkbox"/> skillfully develops the topic with sufficient facts, definitions, concrete details, quotations, or other specific information and examples related to the topic.</p> <p><input type="checkbox"/> skillfully uses a variety of carefully chosen words, phrases, and clauses to link ideas within and across categories of information for clarity.</p>	<p><input type="checkbox"/> offers some simple facts, definitions, concrete details, quotations, or other general information and examples related to the topic.</p> <p><input type="checkbox"/> uses generally appropriate words, phrases, or clauses to link ideas within and across categories of information; may be mundane or repetitious.</p>	<p><input type="checkbox"/> fails to develop the topic using facts, definitions, concrete details, quotations, or other information; examples may be irrelevant or incorrect.</p> <p><input type="checkbox"/> fails to use words, phrases, or clauses to link ideas within and across categories of information; connections may be irrelevant or incorrect.</p>	
	<b>(W.5.7) (W.5.8)</b>	<p><input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered about different aspects of a topic from several sources.</p>	<p><input type="checkbox"/> makes reference to a few pieces of information gathered about different aspects of a topic from more than one source.</p>	<p><input type="checkbox"/> does not make reference to knowledge gained or information gathered about different aspects of a topic from source material.</p>	
<b>Language</b>	<b>L.5.1</b>	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	<p><b>7-9 = Meets</b></p> <p><b>5-6 = Approaching</b></p> <p><b>&lt;5 = Below</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	<b>L.5.2</b>	<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	<b>W.5.2d (L.5.5) (L.5.6)</b>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> incorporates basic words; features functional vocabulary that communicates the message.	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.	

\*\*When applicable to the task.

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

**Score "O"** - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**31 - 39 = Meets Grade Level Expectations**

**23 - 30 = Approaching Grade Level Expectations**

**< 23 = Below Grade Level Expectations**

( ) = partially meets requirements of the standard.

**Overall Score:**

### 5<sup>th</sup> Grade Opinion Text-Based Writing Rubric – Unit 3

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Reading Comprehension*</b>	<b>RI.5.1 or RL.5.1</b>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when drawing inferences from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> offers a few quotes from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> offers a few quotes from what can be inferred from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.</p> <p><input type="checkbox"/> provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	<b>W.5.1a</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> clearly introduces a topic or text in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> provides a strongly stated opinion.</p> <p><input type="checkbox"/> creates an organizational structure in which related ideas are logically grouped in a compelling way.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> offers a beginning introduction to the topic.</p> <p><input type="checkbox"/> states an opinion.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader’s ability to always see the connection between how related ideas have been grouped together.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> fails to introduce or reference a topic or text.</p> <p><input type="checkbox"/> does not state an opinion or opinion may be confusing or ambiguous.</p> <p><input type="checkbox"/> does not use identifiable organization; writing lacks a sense of direction or seems random.</p>	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
<b>Writing</b>	<b>W.5.1d</b>	<p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the opinion presented.</p>	<p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p><input type="checkbox"/> has no identifiable conclusion.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>

## 5<sup>th</sup> Grade Opinion Text-Based Writing Rubric – Unit 3 *(continued)*

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Writing</b>	<b>W.5.1b</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</p> <p><input type="checkbox"/> provides 3+ logically ordered reasons that are convincingly supported by facts and details.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> addresses the prompt/task with some drift in focus.</p> <p><input type="checkbox"/> provides 1 to 2 reasons that are adequately supported by facts or details.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> does not address the prompt/task; lacks focus.</p> <p><input type="checkbox"/> offers no reasons or provides reasons which are irrelevant, insufficient, or are not supported by facts and details.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt;5 = Below</p>
	<b>W.5.1c</b>	<p><input type="checkbox"/> skillfully uses a variety of carefully chosen words, phrases, and clauses to link opinions with reasons.</p>	<p><input type="checkbox"/> uses words, phrases or clauses to link opinions with reasons; may be mundane or repetitious.</p>	<p><input type="checkbox"/> fails to link opinions with reasons or connections may be irrelevant or incorrect.</p>	<p>Subtotal:</p>
<b>Language</b>	<b>L.5.1</b>	<p><b>(Sentence Fluency) The writing:</b></p> <p><input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.</p>	<p><b>(Sentence Fluency) The writing:</b></p> <p><input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.</p>	<p><b>(Sentence Fluency) The writing:</b></p> <p><input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt;5 = Below</p>
	<b>L.5.2</b>	<p><b>(Conventions) The writing:</b></p> <p><input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.</p>	<p><b>(Conventions) The writing:</b></p> <p><input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.</p>	<p><b>(Conventions) The writing:</b></p> <p><input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.</p>	
	<b>(L.5.5) (L.5.6)</b>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <p><input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.</p>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <p><input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message.</p>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <p><input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.</p>	<p>Subtotal:</p>

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. ( ) = partially meets the requirements of the standard.

**Score “O”** - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**29 – 36 = Meets Grade Level Expectation**

**22 – 28 = Approaching Grade Level Expectation**

**< 22 = Below Grade Level Expectation**

**Overall Score:**

## 5<sup>th</sup> Grade Narrative Descriptive Text-Based Writing Rubric – Unit 4

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RL.5.1 or RI.5.1	<p><b>(Citing Text) The Writing:</b></p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when drawing inferences from the text.</p>	<p><b>(Citing Text) The Writing:</b></p> <p><input type="checkbox"/> offers a few quotes from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> offers a few quotes from what can be inferred from the text.</p>	<p><b>(Citing Text) The Writing:</b></p> <p><input type="checkbox"/> provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.</p> <p><input type="checkbox"/> provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	<p>W.5.3a</p> <p>W.5.3d</p> <p>W.5.3e</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> orients the reader and establishes a situation in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> introduces a narrator and/or characters in an interesting way.</p> <p><input type="checkbox"/> skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end.</p> <p><input type="checkbox"/> skillfully uses a variety of (4+) transition words, phrases, and clauses to manage the sequence of events.</p> <p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> begins to orient the reader and develop a situation in the introduction; may be basic.</p> <p><input type="checkbox"/> introduces a narrator and/or characters in a simple or general way.</p> <p><input type="checkbox"/> organizes an event sequence in an understandable order.</p> <p><input type="checkbox"/> uses some (2-3) transition words, phrases, and clauses to manage the sequence of events.</p> <p><input type="checkbox"/> provides a recognizable or simple conclusion; may be underdeveloped.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> fails to establish a situation as part of the introduction.</p> <p><input type="checkbox"/> does not introduce a narrator and/or characters.</p> <p><input type="checkbox"/> has no evident sequencing of events.</p> <p><input type="checkbox"/> fails to use any transition words, phrases, or clauses to manage the sequence of events.</p> <p><input type="checkbox"/> has no identifiable conclusion.</p>	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>&lt; 9 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>

## 5<sup>th</sup> Grade Narrative Descriptive Text-Based Writing Rubric – Unit 4 (Continued)

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded	
<b>Writing</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</p> <p><input type="checkbox"/> skillfully uses narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations with specificity and vivid details.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> addresses the prompt/task with some drift in focus.</p> <p><input type="checkbox"/> offers some simple dialogue, description and pacing to tell about experiences and events or attempts to show the responses of characters to situations with some detail.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> does not address the prompt/task; lacks focus.</p> <p><input type="checkbox"/> fails to develop experiences and events or to give details to show the responses of characters to situations.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt; 5 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div>	
	<p><b>W.5.3b</b></p>	<p><input type="checkbox"/> uses carefully chosen concrete words and phrases and sensory details to convey experiences and events precisely; creates strong, fresh, vivid images.</p>	<p><input type="checkbox"/> uses concrete words and phrases and sensory details to convey experiences and events; descriptions may be mundane or repetitious.</p>		<p><input type="checkbox"/> uses a limited range of concrete words and phrases and sensory details.</p>
	<p><b>W.5.3d</b></p>				
<b>Language</b>	<p><b>(Sentence Fluency) The writing:</b></p> <p><input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.</p>	<p><b>(Sentence Fluency) The writing:</b></p> <p><input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.</p>	<p><b>(Sentence Fluency) The writing:</b></p> <p><input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt;5 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div>	
	<p><b>(Conventions) The writing:</b></p> <p><input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.</p>	<p><b>(Conventions) The writing:</b></p> <p><input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.</p>	<p><b>(Conventions) The writing:</b></p> <p><input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.</p>		
	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <p><input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.</p>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <p><input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery.</p>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <p><input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.</p>		
<p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. ( ) = partially meets requirements of the standard.</p>		<p><b>Score “O”</b> - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p>			
<p><b>31 – 39 = Meets Grade Level Expectations</b></p> <p><b>23 – 30 = Approaching Grade Level Expectations</b></p> <p><b>&lt; 23 = Below Grade Level Expectations</b></p>				<p><b>Overall Score:</b> <div style="border: 1px solid black; width: 50px; height: 30px; display: inline-block; vertical-align: middle;"></div></p>	



## 5<sup>th</sup> Grade Opinion Text-Based Writing with Research Rubric – Unit 5

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Reading Comprehension*</b>	<b>RI.5.1 or RL.5.1</b>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when drawing inferences from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> offers a few quotes from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> offers a few quotes from what can be inferred from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.</p> <p><input type="checkbox"/> provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	<b>W.5.1a</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> clearly introduces a topic or text in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> provides a strongly stated opinion.</p> <p><input type="checkbox"/> creates an organizational structure in which related ideas are logically grouped in a compelling way.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> offers a beginning introduction to the topic.</p> <p><input type="checkbox"/> states an opinion.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader's ability to always see the connection between how related ideas have been grouped together.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> fails to introduce or reference a topic or text.</p> <p><input type="checkbox"/> does not state an opinion or opinion may be confusing or ambiguous.</p> <p><input type="checkbox"/> does not use identifiable organization; writing lacks a sense of direction or seems random.</p>	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
<b>Writing</b>	<b>W.5.1d</b>	<p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the opinion presented.</p>	<p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p><input type="checkbox"/> has no identifiable conclusion.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>

## 5<sup>th</sup> Grade Opinion Text-Based Writing with Research Rubric – Unit 5 (continued)

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

		(Ideas & Content) The writing:	(Ideas & Content) The writing:	(Ideas & Content) The writing:	
<b>Writing</b>	<b>W.5.1b</b>	<input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.	<input type="checkbox"/> addresses the prompt/task with some drift in focus.	<input type="checkbox"/> does not address the prompt/task; lacks focus.	<p><b>10-12 = Meets</b></p> <p><b>7-9 = Approaching</b></p> <p><b>&lt; 7 = Below</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;">Subtotal:</div>
	<b>W.5.1c</b>	<input type="checkbox"/> provides 3+ logically ordered reasons that are convincingly supported by facts and details.	<input type="checkbox"/> provides 1 to 2 reasons that are adequately supported by facts or details.	<input type="checkbox"/> offers no reasons or provides reasons which are irrelevant, insufficient, or are not supported by facts and details.	
	<b>(W.5.7) (W.5.8)</b>	<input type="checkbox"/> skillfully uses a variety of carefully chosen words, phrases, and clauses to link opinions with reasons.	<input type="checkbox"/> uses words, phrases or clauses to link opinions with reasons; may be mundane or repetitious.	<input type="checkbox"/> fails to link opinions with reasons or connections may be irrelevant or incorrect.	
		<input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered about different aspects of a topic from several sources.	<input type="checkbox"/> makes reference to a few pieces of information gathered about different aspects of a topic from more than one source.	<input type="checkbox"/> does not make reference to knowledge gained or information gathered about different aspects of a topic from source material.	<div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;">Subtotal:</div>
<b>Language</b>	<b>L.5.1</b>	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	<p><b>7-9 = Meets</b></p> <p><b>5-6 = Approaching</b></p> <p><b>&lt; 5 = Below</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;">Subtotal:</div>
	<b>L.5.2</b>	<b>(Conventions) The writing:</b> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<b>(Conventions) The writing:</b> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<b>(Conventions) The writing:</b> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	<b>(L.5.5) (L.5.6)</b>	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.	

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. ( ) = partially meets the requirements of the standard.

**Score “O”** - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**31 – 39 = Meets Grade Level Expectation**  
**23 – 30 = Approaching Grade Level Expectation**  
**< 23 = Below Grade Level Expectation**

**Overall Score:**

## 5th Grade Informative/Explanatory Writing Rubric with Research – Unit 6

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Reading Comprehension*</b>	<b>RI.5.1 or RL.5.1</b>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when explaining what the text says explicitly.</p> <p><input type="checkbox"/> provides accurate and relevant quotes from a text when drawing inferences from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> offers a few quotes from a text when explaining what is stated in the text.</p> <p><input type="checkbox"/> offers a few quotes from what can be inferred from the text.</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes.</p> <p><input type="checkbox"/> provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	<b>Writing</b>	<p style="text-align: center;"><b>W.5.2a</b></p> <p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> clearly introduces the topic in an engaging way that draws the reader in; provides a central idea and focus for the piece.</p> <p><input type="checkbox"/> creates an organizational structure in which related information is logically grouped in a compelling way.</p> <p><input type="checkbox"/> effectively includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> offers a beginning introduction to the topic; may provide a limited focus for the piece.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader's ability to always see the connection between how related information has been grouped together.</p> <p><input type="checkbox"/> includes limited formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> fails to introduce or reference the topic; lacks a focus for the piece.</p> <p><input type="checkbox"/> provides a progression of information that lacks cohesion; difficult or impossible to follow.</p> <p><input type="checkbox"/> does not include formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**</p>	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	<b>W.5.2e</b>	<p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion related to the information or explanation.</p>	<p><input type="checkbox"/> provides a simple concluding statement or section; may be underdeveloped.</p>	<p><input type="checkbox"/> has no identifiable conclusion.</p>	

## 5th Grade Informative/Explanatory Writing Rubric with Research – Unit 6 (continued)

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<b>Writing</b>	<b>W.5.2b</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.	<b>W.5.2c</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> skillfully develops the topic with sufficient facts, definitions, concrete details, quotations, or other specific information and examples related to the topic.	<b>(W.5.7) (W.5.8)</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> skillfully uses a variety of carefully chosen words, phrases, and clauses to link ideas within and across categories of information for clarity.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not address the prompt/task; lacks focus.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto; text-align: center;">Subtotal:</div>
		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> skillfully integrates knowledge gained and relevant information gathered about different aspects of a topic from several sources.		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> offers some simple facts, definitions, concrete details, quotations, or other general information and examples related to the topic.		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> uses generally appropriate words, phrases, or clauses to link ideas within and across categories of information; may be mundane or repetitious.		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> fails to develop the topic using facts, definitions, concrete details, quotations, or other information; examples may be irrelevant or incorrect.	
		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered about different aspects of a topic from several sources.		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> makes reference to a few pieces of information gathered about different aspects of a topic from more than one source.		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not make reference to knowledge gained or information gathered about different aspects of a topic from source material.			
<b>Language</b>	<b>L.5.1</b>	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	<b>L.5.2</b>	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	<b>W.5.2d (L.5.5) (L.5.6)</b>	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt;5 = Below</p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto; text-align: center;">Subtotal:</div>	
		<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.		<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.		<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.			<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.
		<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.		<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> incorporates basic words; features functional vocabulary that communicates the message.		<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.			

\*\*When applicable to the task.

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

**Score "O"** - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**31 - 39 = Meets Grade Level Expectations**

**23 - 30 = Approaching Grade Level Expectations**

**< 23 = Below Grade Level Expectations**

( ) = partially meets requirements of the standard.

**Overall Score:**