

Semester ONE Rubric – GRADE 5

WRITING

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Prewrites using grade appropriate strategies	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient prewriting skills 	<p>With teacher support:</p> <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) ♣ Seeks and gathers necessary information ♣ Narrows topic <p>Without teacher support:</p> <ul style="list-style-type: none"> ♣ 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 additional teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient prewriting skills and/or requires intensive teacher help
Creates draft from prewrite ideas	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient drafting skills 	<p>With teacher support:</p> <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 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient drafting skills and/or requires additional 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 reflects to improve writing	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient conferencing skills 	<p>With teacher support:</p> <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 additional 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 using Six Trait criteria	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient revision skills 	<p>With teacher support:</p> <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, 	<p>Demonstrates some proficient revision skills and/or requires additional 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 for conventions	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient editing skills 	<ul style="list-style-type: none"> ♣ Begins to identify and correct some errors according to grade level convention chart for capitalization, punctuation, grammar and spelling. ♣ Appropriately uses reference materials to assist in editing <p>With teacher support:</p> <ul style="list-style-type: none"> ♣ Uses grade-level editing marks 	<p>Demonstrates some proficient editing skills and/or requires additional 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
<p>Spells NO EXCUSE WORDS correctly in everyday writing</p> <p>TEACHER NOTE: Do not use quarterly NO EXCUSE WORD list assessment as basis for scoring. The focus is on student proficiency with correct spelling of grade level NO EXCUSE WORDS in daily writing.</p>	<ul style="list-style-type: none"> ♣ Consistently spells and uses NO EXCUSE WORDS correctly in writing 	<ul style="list-style-type: none"> ♣ Spells and uses NO EXCUSE WORDS in writing with minimal errors utilizing NO EXCUSE WORD resources 	<ul style="list-style-type: none"> ♣ Spells and uses NO EXCUSE WORDS with frequent errors 	<ul style="list-style-type: none"> ♣ Does not attend to accuracy of spelling or usage of NO EXCUSE WORDS in writing
Publishes and shares writing with intended audience	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient editing skills ♣ Publishes in a variety of formats including technology when appropriate 	<p>With teacher support:</p> <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 additional 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 based on purpose and audience in Writer’s Workshop	<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 	<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 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient genre skills and/or requires some teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient genre skills and/or requires intensive teacher help
Writes in teacher-assigned genre	<p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> ♣ Shows above level grasp and application of focus genres ♣ Exceeds grade level expectations 	<ul style="list-style-type: none"> ♣ 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 30 minutes) } Compacts writing process steps } Responds appropriately to prompt 	<ul style="list-style-type: none"> ♣ 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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Identifies and uses craft from published authors in own writing	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient craft skills 	<p>With teacher support:</p> <ul style="list-style-type: none"> ♣ Pretends to be audience for own work (Rereads as a “reader”) ♣ Uses vocabulary of a writer including but not limited to: <ul style="list-style-type: none"> ♣ Dialogue ♣ Mood ♣ Onomatopoeia ♣ Point of View ♣ Plot ♣ Simile ♣ Recognizes a craft in literature (Rereads as a writer) 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient craft skills and/or requires additional teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient craft skills and/or requires intensive teacher help
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 ♣ 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

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Uses time effectively during Writer’s Workshop	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient skills during Writer’s Workshop 	<p>With teacher support:</p> <ul style="list-style-type: none"> ♣ Follows established Writer’s Workshop procedures ♣ Meets project deadlines as set by self and/or teacher ♣ Maintains focus during independent writing time 	<ul style="list-style-type: none"> ♣ Requires frequent reminders to begin work and/or stay on task ♣ Meets some deadlines as set by self and/or teacher 	<ul style="list-style-type: none"> ♣ Reluctantly participates in Writer’s Workshop ♣ Often off task ♣ Seldom meets deadlines