



5th Grade Writing Scoring Guide

This scoring guide does NOT take the place of the official ODE writing scoring guide; however it was developed to assist teachers in measuring student performance in specific writing traits. Teachers can use this scoring guide to aide in the development of mini lessons and for the purpose of grading and report cards. It is aligned to our district defined expectations for writing as well as the official state scoring guide. For the purpose of grading and report cards, teachers have the flexibility to use either scoring guide. However; when scoring official work samples, teachers should use the official ODE scoring guide.

Work Sample Score	Possible Progress Report Score	Ideas and Content	Organization	Sentence Fluency	Conventions			
					Spelling	Grammar	Capitalization Punctuation	Letter Forms Penmanship
5	4	<ul style="list-style-type: none"> Writing is clear, focused, and interesting Main idea stands out Writing is developed with supporting details Suitable to audience/purpose 	<ul style="list-style-type: none"> Enhances the central idea and its development The order and structure are strong and move the reader through the text 	<ul style="list-style-type: none"> Easy flow and rhythm Sentences are carefully crafted Strong structure that makes expressive oral reading easy and enjoyable 	<ul style="list-style-type: none"> Consistently and independently spells more advanced words correctly 	<ul style="list-style-type: none"> Consistently applies correct grammar 	<ul style="list-style-type: none"> Consistently applies correct capitalization and various types of punctuation 	<ul style="list-style-type: none"> Creates a neatly written piece of work with all letters formed correctly
4	3	<ul style="list-style-type: none"> Focus on a central idea, identifying the audience and purpose Writes multi-paragraph composition of appropriate length 	<ul style="list-style-type: none"> Uses sequential or chronological order Develops new ideas in separate paragraphs with details and descriptive words Provides transitions to link paragraphs and conjunctions to connect ideas 	<ul style="list-style-type: none"> Variety of sentence structures, lengths, and beginnings Uses simple, compound, and complex sentences Uses prepositional phrases and clauses Sentences have natural sound if read aloud 	<ul style="list-style-type: none"> Sight words spelled correctly Uses roots, inflections, suffixes, syllables to support spelling 	<ul style="list-style-type: none"> Correctly uses verbs, modifiers and pronouns Subject/verb agreement 	<ul style="list-style-type: none"> Uses correct capitalization and ending punctuation Capitalizes proper nouns Uses commas, apostrophes, quotations, colons 	<ul style="list-style-type: none"> Writes legibly (manuscript or cursive) Use correct spacing and letter formation
3	2	<ul style="list-style-type: none"> Reader can understand the main idea May be overly broad or simplistic Supporting details are limited or off topic 	<ul style="list-style-type: none"> Attempt is made to organize writing Structure is inconsistent or skeletal 	<ul style="list-style-type: none"> Simple sentences No variety Writing is more mechanical than fluid Awkward construction forces reader to slow down 	<ul style="list-style-type: none"> Uses standard and phonetic spelling Spells some sight words correctly 	<ul style="list-style-type: none"> Some use of correct grammar 	<ul style="list-style-type: none"> Some correct use of capitals and ending punctuation Limited use of commas and apostrophes 	<ul style="list-style-type: none"> Some letters are formed correctly More consistent use of spacing between words
2	2	<ul style="list-style-type: none"> Main idea and purpose are unclear Writing is too short 	<ul style="list-style-type: none"> Lacks a clear structure Difficult to follow Reader has to reread substantial portions 	<ul style="list-style-type: none"> Writing is choppy or rambling Awkward sentence structures 	<ul style="list-style-type: none"> Misspells words often Some sight words spelled correctly 	<ul style="list-style-type: none"> Errors in grammar interfere with readability – impedes readability 	<ul style="list-style-type: none"> Limited use of correct capitals and ending punctuation No use of commas or apostrophes 	<ul style="list-style-type: none"> Letters formed incorrectly Inconsistent spacing
1	1 or NP	<ul style="list-style-type: none"> Writing lacks a central purpose Writing is too short 	<ul style="list-style-type: none"> Lacks coherence Too short to develop organization Reader is confused 	<ul style="list-style-type: none"> Difficult to read aloud Sentences tend to be incomplete, rambling, very awkward 	<ul style="list-style-type: none"> Frequently misspells common words 	<ul style="list-style-type: none"> Errors in grammar - difficult to read 	<ul style="list-style-type: none"> No correct capitals No correct punctuation 	<ul style="list-style-type: none"> Not legible No spacing between words

		<i>Word Choice</i>	<i>Voice</i>
Work Sample Score	Possible Progress Report Score	<ul style="list-style-type: none"> Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. 	<ul style="list-style-type: none"> The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging, or sincere.
5	4		
4	3	<ul style="list-style-type: none"> Use a variety of descriptive words, demonstrating awareness of impact on audience. Uses a reasonable variety of words that work appropriate to grade level; possible use of slang; Attempts at descriptive language (e.g., adjectives and adverbs); Possible use of technical language or jargon, perhaps without explanations Limited repetition of words. 	<ul style="list-style-type: none"> A sense of the writer’s interest in the topic; A tone that is appropriate, for the most part, for audience and purpose; Attempts at liveliness, sincerity, or humor through which the reader may sense the writer.
3	2	<ul style="list-style-type: none"> Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. 	<ul style="list-style-type: none"> The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal.
2	2	<ul style="list-style-type: none"> Language is monotonous and/or misused, detracting from the meaning and impact. 	<ul style="list-style-type: none"> The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice.
1	1 or NP	<ul style="list-style-type: none"> The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. 	<ul style="list-style-type: none"> The writing seems to lack a sense of involvement or commitment.