

5th Grade Report Card Rubric
Writing Curriculum Continuum & Expectations
for Marking Periods 1, 2, & 3

<u>1</u> Not meeting the standards	<u>2</u> Approaching the standard	<u>3</u> Meeting standard	<u>4</u> Exceeding standard
		BASED ON THE GRADE-LEVEL WRITING GENRES: Opinion / Informative / Explanatory Narrative (Real or Imagined)	
The student rarely meets the expectations	The student sometimes meets the expectations.	<p>Creates writing with purpose and meaning: Author’s purpose / point-of-view / opinion are evident and reflect the genre.</p> <ul style="list-style-type: none"> ● Descriptive details are used that develop a central idea which is evident and focused. Includes facts, details, and relevant information to sufficiently develop a chosen topic, experiences, events, characters, convey an opinion, and/or support a point of view. ● Summarizes and paraphrases different aspects of a topic (from several sources; print and digital), using academic and domain-specific words (and provides a list of sources). ● Uses evidence from literary or informational text to support analysis, reflection, and research in their writing. 	The student exceeds the grade-level expectations.

The student rarely meets the expectations	The student sometimes meets the expectations.	<p><u>Produces writing that is organized and structured:</u></p> <ul style="list-style-type: none"> ● Produces clear and coherent writing that has been developed and organized according to the genre, task, purpose, and audience. ● Produces clear and coherent writing that has a sequence of events that includes transition/linking words and phrases. ● Produces an organizational structure that unfolds naturally and logically; such as an introduction which orients the readers, and a resolution/conclusion that reflects upon sequence of events or reasons that are supported by evidence. 	The student exceeds the grade-level expectations.
The student rarely meets the expectations	The student sometimes meets the expectations.	<p><u>Applies craft and style to convey ideas:</u></p> <ul style="list-style-type: none"> ● Uses dialogue and narration to develop experiences, events, and characters. ● Uses descriptive and sensory details to sufficiently convey experiences, events, settings, or ideas and information. ● Uses precise language and descriptive details to convey narratives, sequence of events, information, opinions, and/or reasons. 	The student exceeds the grade-level expectations.
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><u>Demonstrates command of mechanics and conventions:</u></p> <ul style="list-style-type: none"> ● Demonstrates command of the conventions of standard English grammar and usage. ● Demonstrates command of the conventions of standard 	The student exceeds the grade-level expectations.

		English capitalization, punctuation, and spelling.	
The student rarely meets the expectations	The student sometimes meets the expectations.	<p><u>Strengthens writing through revision:</u></p> <ul style="list-style-type: none"> ● Makes changes to his or her writing to improve the overall quality; purpose, meaning, organization, structure, craft, and style. ● Makes changes to his or her writing to hold the reader’s attention with the audience in mind. 	The student exceeds the grade-level expectations.
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><u>Demonstrates writing stamina:</u></p> <ul style="list-style-type: none"> ● Writes routinely and over time for a range of discipline-specific tasks, purposes, and audiences. 	The student exceeds the grade-level expectations.