

## 5<sup>th</sup> Grade Opinion Writing Rubric Scoring Guide

Standard	Above Proficient	Proficient	Approaching Proficient	Not Proficient
	4	3	2	1
<b>Topic:</b> <b>W.5.1a</b>	Student has introduced a clear and compelling opinion linked to the topic.	Student has introduced a topic and an opinion addressing the topic.	Student has partially introduced a topic and stated an opinion.	Student has not introduced a topic or stated an opinion.
<b>Body:</b> <b>W.5.1b</b>	Student has fully supported the opinion with clear, logically ordered reasons strongly supported by facts and details.	Student has partially supported the opinion using some clear reasons supported by facts and details.	Student has partially supported the opinion without using clear, logically ordered reasons supported by facts and details.	Student has not supported the opinion and there are no ordered reasons supported by facts and details.
<b>Body:</b> <b>W.5.1c</b>	Student has used appropriate linking words, phrases, and clauses that clearly define the relationship between the opinion and reasons.	Student has used appropriate linking words, phrases, and clauses, but they do not clearly connect the opinion to my reasons.	Student has used linking words, phrases, and clauses.	Student has not used any linking words, phrases, or clauses.
<b>Conclusion:</b> <b>W.5.1d</b>	Student has provided a clear and strong concluding statement or section that follows from the opinion presented.	Student has provided a concluding statement or section that relates to the opinion presented.	Student has an unclear or abrupt concluding statement or section.	Student has not provided a concluding statement or section.
<b>Language Conventions:</b> <b>L.5.2</b>	Student has <b>consistently</b> used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used <b>most</b> language conventions (capitalization, punctuation, spelling) correctly.	Student has used <b>some</b> language conventions (capitalization, punctuation, spelling) correctly.	Student has <b>not</b> used language conventions.

## 5<sup>th</sup> Grade Informative/Explanatory Writing Rubric Scoring Guide

Standard	Above Proficient	Proficient	Approaching Proficient	Not Proficient
	4	3	2	1
<b>Topic:</b> <b>W.5.2a</b>	Student has introduced a clear and specific topic that addresses the prompt.	Student has introduced a topic that addresses the prompt.	Student has made a general reference to a topic that does not address the prompt.	Student has not introduced a topic or addressed the prompt.
<b>Topic/Organization:</b> <b>W.5.2a</b>	Student has clearly and logically grouped information from beginning to end, and added formatting and multimedia to strongly maintain a focus to aid comprehension.	Student has used clear and logically grouped information, and added formatting and multimedia to mostly maintain a focus to aid comprehension.	Student has minimal organization and grouping of information, and has not maintained a focus to aid comprehension.	Student has not grouped the information into a comprehensible structure.
<b>Body:</b> <b>W.5.2b</b>	Student has a strongly developed topic with relevant facts, definitions, concrete details, quotations or other examples.	Student has developed the topic with examples.	Student has not completely developed the topic.	Student has not developed the topic.
<b>Linking Words:</b> <b>W.5.2c</b>	Student has used a variety of linking words to clarify the relationships among ideas and concepts.	Student has used some linking words showing relationships among ideas and concepts.	Student has used linking words without showing relationships among the ideas and concepts.	Student has not used linking words.
<b>Precise Language:</b> <b>W.5.2d</b>	Student has used ample precise language and domain-specific vocabulary to inform or explain the topic.	Student has used some precise language and domain-specific to inform or explain the topic.	Student has not used clear language to inform about or explain the topic.	Student has not used precise language.
<b>Conclusion:</b> <b>W.5.2e</b>	Student has provided a strong concluding statement or section that follows from the information or explanation presented.	Student has provided a modest concluding statement or section based on some information or explanation presented.	Student has provided an incomplete conclusion or one that does not follow the information presented.	Student has not provided a conclusion.
<b>Language Conventions:</b> <b>L.5.2</b>	Student has <b>consistently</b> used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used <b>most</b> language conventions (capitalization, punctuation, spelling) correctly.	Student has used <b>some</b> language conventions (capitalization, punctuation, spelling) correctly.	Student has <b>not</b> used language conventions.

## 5<sup>th</sup> Grade Narrative Writing Rubric Scoring Guide

Standard	Above Proficient	Proficient	Approaching Proficient	Not Proficient
	4	3	2	1
<b>Introduction/ Orient the reader: W.5.3a</b>	Student has clearly established the context of my story through details of setting and/or background information that flow naturally as part of the story.	Student has established the context of my story through details of setting and/or background information, but they disrupt the natural flow of the story.	Student has attempted to establish the context for the story, but is lacking details to make it clear.	Student has not established a context for the story.
<b>Introduced a narrator and/or character(s): W.5.3a</b>	Student has clearly introduced a narrator and/or character(s) as part of the natural flow of the story.	Student has clearly introduced a narrator and/or character(s) in a way that disrupts the natural flow of the story.	Student has introduced a narrator and/or character(s), but their role is unclear.	Student has not introduced a narrator or character(s).
<b>Sequence of Events: W.5.3a</b>	Student has organized an event sequence that unfolds naturally and logically.	Student has organized an event sequence that unfolds logically, but <b>not</b> naturally.	Student has an unclear sequence of events in the story.	Student has not organized the events in the story.
<b>Narrative Techniques: W.5.3b</b>	Student has effectively used dialogue, pacing, and description to fully develop experiences, events, and/or characters.	Student has used dialogue, pacing, and description to partially develop experiences, events, and/or characters.	Student has incorrectly used dialogue, pacing, and description.	Student has not used any narrative techniques in the story.
<b>Word Choice: W.5.3d</b>	Student has precisely used concrete words and phrases, relevant descriptive details, and sensory details to clearly convey experiences and events.	Student has used some concrete words and phrases, relevant descriptive details, and sensory details to convey experiences and events.	Student has attempted to use concrete words and phrases, relevant descriptive details and sensory details, but they are ineffective.	Student has not used concrete words and phrases, relevant descriptive details, and sensory language.
<b>Transition Words and Phrases: W.5.3c</b>	Student has used a variety of strong transition words, phrases, and clauses to convey experiences and events.	Student has used some transition words, phrases, and clauses to convey experiences and events.	Student has ineffectively used some transition words, phrases, and clauses to convey experiences and events.	Student has not used any transition words, phrases or clauses in my story.
<b>Conclusion: W.5.3e</b>	Student has provided a clear conclusion that follows from the narrated experiences or events.	Student has provided a conclusion that somewhat relates to the story.	Student has provided an unclear or abrupt conclusion.	Student has not provided a conclusion.
<b>Language Conventions: L.5.2</b>	Student has <b>consistently</b> used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used <b>most</b> language conventions (capitalization, punctuation, spelling) correctly.	Student has used <b>some</b> language conventions (capitalization, punctuation, spelling) correctly.	Student has <b>not</b> used language conventions.