

5th Grade Writing Rubric

Benchmark:	4-ADVANCED Advanced knowledge of grade level standards	3-PROFICIENT Proficient knowledge of grade level standards	2-BASIC Approaching Basic knowledge of grade level standards	1-BELOW BASIC Below basic knowledge of grade level standard
Genre	2.1 Narrative Establishes a strong point of view, plot setting, conflict and sequence of events	2.1 Narrative Establishes an adequate point of view, plot, setting, conflict and sequence of events	2.1 Narrative Establishes a limited point of view and plot with some progression of events	2.1 Narrative Does not establish a point of view, plot, few events
Narrative (1 st trimester)				
Persuasive (2 nd trimester)	2.4 Persuasive Clearly states position with extensive evidence to support it <ul style="list-style-type: none"> • Addresses the readers concerns • Clearly develops introduction, strong progression of ideas and closure 	2.4 Persuasive Adequately states position with evidence to support it <ul style="list-style-type: none"> • Addresses some reader concerns • Adequately develops introduction, progression of ideas and closure 	2.4 Persuasive Position is unclear with little supporting evidence <ul style="list-style-type: none"> • No reader concerns addressed • Lacks clear introduction, some progression of ideas and little closure 	2.4 Persuasive No position stated, fails to provide supporting evidence <ul style="list-style-type: none"> • No reader concerns addressed • No/poor introduction, lacks progression of ideas, and no/poor closure
Literary Response (3 rd trimester)	2.2 Literary Response Shows reflective understanding and extensive knowledge of text <ul style="list-style-type: none"> • Supports judgments with extensive references to text, and to prior knowledge • Develops interpretations that exhibit careful reading and understanding 	2.2 Literary Response Shows general understanding of text <ul style="list-style-type: none"> • Supports judgments through references both to the text and to prior knowledge • Develops interpretations that exhibit adequate reading and understanding 	2.2 Literary Response Shows some understanding of text <ul style="list-style-type: none"> • Judgments somewhat supported with ideas and images • Limited reference to the text 	2.2 Literary Response Shows little or no understanding of text <ul style="list-style-type: none"> • Judgments not supported • No reference to the text

***CUPS – Capitalization, Usage, Punctuation, Spelling**

Capitalization

- Use correct capitalization.

Usage

Sentence Structure

- Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Grammar

- Identify and correctly use verbs that are often misused (e.g., *lie/lay*, *sit/set*, *rise/raise*), modifiers, and pronouns.

Punctuation

- Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

Spelling

- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

*Reading/Language Arts Framework for California Public Schools, p. 131