

Name _____

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 standards |
|----------------------|--|---|--|--|
| Organization & Focus | <p>Strong introduction/thesis addresses the prompt in a compelling and highly interesting way</p> <ul style="list-style-type: none"> Extensive examples, evidence, and/or details Varied or subtle transitions, sounds natural, enhances the flow of the paper Strong conclusion Strong paragraphing | <p>Introduction/thesis addresses the prompt</p> <ul style="list-style-type: none"> Adequate examples, evidence, and /or details Transitions used to fit the paragraph's purpose Appropriate conclusion Appropriate paragraphing | <p>Unclear introduction/thesis for prompt</p> <ul style="list-style-type: none"> Few/weak examples, evidence, and /or details Use of ordinary transitions or transitions not used effectively Weak conclusion Paragraphing attempted | <p>No introduction/Thesis</p> <ul style="list-style-type: none"> Few examples, evidence, and/or details No transitions or transitions not used effectively No conclusion No paragraphing |
| Content | <p>Strongly addresses the prompt</p> | <p>Addresses the prompt</p> | <p>Inconsistently addresses the prompt</p> | <p>Fails to address the prompt</p> |
| Style | <p>Rich vocabulary and/or figurative language appropriate to topic</p> <ul style="list-style-type: none"> Uses a wide variety of sentences (simple, compound, complex) that fluently connect ideas | <p>Familiar and descriptive vocabulary appropriate to topic</p> <ul style="list-style-type: none"> Uses a variety of sentence structures (simple, some sequence, compound, complex) | <p>Limited vocabulary and descriptions appropriate to topic</p> <ul style="list-style-type: none"> Mostly simple sentences with repetitive beginnings | <p>Simple/repeated words or phrases</p> <ul style="list-style-type: none"> Many fragments and/or run-on sentences; several short, choppy sentences |
| Writing Conventions | <p>CUPS* Minor errors in CUPS</p> | <p>CUPS* Some errors in CUPS that <u>do not</u> distract reader's understanding</p> | <p>CUPS* Some errors in CUPS that <u>do</u> distract reader's understanding</p> | <p>CUPS* Major errors in CUPS that interfere with reader's understanding</p> |
| Genre | <p>See style of writing on back</p> | <p>See style of writing on back</p> | <p>See style of writing on back</p> | <p>See style of writing on back</p> |

PS= Capitalization, Usage, Punctuation, Spelling

Subtotal: x 4 = x 3 = x 2 = x 1 =

Legible Illegible, impedes readability

Overall Rubric Score:

Circle 4 3 2 1

Enter score on report card

Total Points: 4=20-18 3=17-13 2=12-8 1=7-5