

Student Name _____ Teacher Name _____ School _____

Date of Attempt _____ Points _____/80 (90%-100% = exceeds; 80%-89% = meets; 70%-79% = approaching; 69% and below = limited) Proficiency Level _____

DCSD Grade 5-Expository Rubric: WRITING TO INFORM

<p><u>Limited – 0 points per box</u></p>	<p><u>Approaching- 3 points per box</u></p>	<p><u>Meets – 4 points per box</u></p>	<p><u>Exceeds – 5 points per box</u> One Year Above Grade Level</p>
<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks controlling or main idea <input type="checkbox"/> Is confusing and lacks focus <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Too brief for progression of ideas <input type="checkbox"/> Lacks opening or introduction <input type="checkbox"/> Middle paragraph has uneven grouping and progression of reasons <input type="checkbox"/> Closing paragraph is missing, or lacks a sense of closure <input type="checkbox"/> Does not include the use of a text feature to assist with the comprehension of information being presented <input type="checkbox"/> Few or no transitional strategies are evident <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Expression of ideas is vague or confusing with little sense of audience or purpose <input type="checkbox"/> Uses limited language or domain specific vocabulary <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks evidence of multiple paragraphs (indentions) <input type="checkbox"/> Consistent errors in capitalization and punctuation obscure meaning <input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Shifts in verb tense impede progression of ideas <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Misspells three or more 5th Grade high frequency words used within the piece <input type="checkbox"/> Student spells less than 60% of grade appropriate words correctly 	<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Somewhat clear or unclear controlling or main idea <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks logically sequenced, complete paragraphs and/or sentences <input type="checkbox"/> Opening is weak and does not address the topic <input type="checkbox"/> The middle paragraphs lack a topic sentence <u>and/or</u> four supporting sentences that provide details or elaborations <input type="checkbox"/> Includes one example of a text feature but it does not assist with the comprehension of the information being presented <input type="checkbox"/> Closing paragraph is weak <input type="checkbox"/> Inconsistent use of transitional strategies with little variety <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Expresses ideas unevenly using simplistic language <input type="checkbox"/> Use of domain specific vocabulary may be inappropriate for audience and purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of paragraph indentions is inconsistent <input type="checkbox"/> Inconsistent use of capitalization and punctuation <input type="checkbox"/> Frequent errors in usage may obscure meaning <input type="checkbox"/> Inconsistent shifts in verb tense <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Misspells one to two DCSD 5th Grade high frequency words used within the piece <input type="checkbox"/> Student spells 70% of grade appropriate words correctly 	<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequately states controlling or main idea <input type="checkbox"/> Generally focused <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student writes multiple paragraphs (at least five) focused on a single topic <input type="checkbox"/> Opening clearly introduces the topic and addresses the prompt <input type="checkbox"/> Middle paragraphs each include a topic sentence and at least four supporting sentences that develop topic with facts, concrete details, quotations or other information <input type="checkbox"/> Includes ALL of the following text features: -Formatting (e.g., headings) -Diagram, chart, or graph -Multimedia (e.g. PowerPoint, Flipchart, slideshow, video clip)** <input type="checkbox"/> Closing paragraph revisits the prompt and provides closure through summary or reflection <input type="checkbox"/> Adequate use of transitional strategies with some variety <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequately employs a mix of precise and domain specific vocabulary with more general language <input type="checkbox"/> Vocabulary is generally appropriate for audience and purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalization/punctuation errors do not impede readability of the piece <input type="checkbox"/> Adequate use of commas and quotation marks to indicate direct speech and quotations from text <input type="checkbox"/> Some errors in usage and sentence formation (i.e., subj./verb agreement) are present but no systematic pattern of errors <input type="checkbox"/> Appropriate shifts in verb tense <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ALL DCSD 5th Grade high frequency words used within the piece are spelled correctly <input type="checkbox"/> Student spells 80% of grade appropriate words correctly 	<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly states controlling or main idea <input type="checkbox"/> Purposefully focused <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student writes multiple paragraphs (at least five) with a logical progression of ideas from beginning to end <input type="checkbox"/> Opening clearly and effectively introduces the topic with attention to audience and purpose <input type="checkbox"/> Middle paragraphs each include a topic sentence and at least four thoroughly and convincingly supporting sentences that include relevant evidence and examples <input type="checkbox"/> Effective use of ALL of the following text features: -Formatting (e.g., headings) -Diagram, chart, or graph -Multimedia (e.g. PowerPoint, Flipchart, slideshow, video clip) <input type="checkbox"/> Closing paragraph is related to the information or explanation and addresses audience and purpose <input type="checkbox"/> Effective, consistent use of a variety of transitional strategies <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly and effectively employs a mix of precise and domain specific vocabulary with more general language <input type="checkbox"/> Vocabulary is clearly appropriate for audience and purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective and consistent use of commas and quotation marks to indicate direct speech and quotations from a text <input type="checkbox"/> Effective and consistent use of capitalization, punctuation, grammar usage and sentence formation <input type="checkbox"/> Uses commas, parentheses, dashes to set off parenthetical information <input type="checkbox"/> Effective use of a variety of sentence structures (i.e. simple, compound, complex, and compound-complex) <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ALL DCSD 6th Grade high frequency words used within the piece are spelled correctly <input type="checkbox"/> Student spells 90% of grade appropriate words correctly

*Students may use classroom resources (i.e. Word Wall, dictionaries, etc)

Revised 7/11/2013

This piece may be used to satisfy the Common Core listening and speaking standards: 5.SL.4 and 5.SL.5.