

Note for Teachers

The scoring guides provide descriptors of a student's writing development toward proficiency. They are intended to be used as a tool to evaluate student writing progress and provide both teacher and students with feedback to help them work to improve the quality of each student's writing.

Please remember to observe the following in using this scoring guide and the accompanying rubrics:

- Student writing may not exactly match descriptors. Select the score that most closely matches the student's performance.
- A zero may only be given to a student who has made no attempt to write (i.e. refused to produce any writing in response to the prompt). For students who made no attempt, a zero would be recorded for every indicator.
- **A score of 3 (proficient) indicates that the student has met the standard of what is expected for this grade level.**
- A score of 4 (above proficient) indicates a student has demonstrated proficiency beyond what is expected, but still *within the grade-level's expectations/standards*.



5th Grade Opinion Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Topic W.5.1a	Student has clearly introduced the topic or text, providing details and facts that enrich it.	Student has clearly introduced the topic or text.	Student has not clearly introduced the topic or text.	Student has not attempted to introduce a topic or text.
2.	Opinion Statement W.5.1a	Student has clearly stated a detailed opinion about the topic or text using precise language.	Student has stated an opinion that clearly matches the topic or text.	Student has not clearly stated an opinion; or the opinion does not match the topic.	Student has not stated an opinion.
3.	Organizational Structure W.5.1a	Student has created a highly organized structure in which ideas and details are logically grouped in multiple paragraphs to support the writer's purpose.	Student has created an organizational structure in which ideas are logically grouped to support the writer's purpose.	Student has attempted to organize the structure; ideas may not be grouped to support the writer's purpose or appear logically ordered.	Student has not organized ideas.
4.	Reasons W.5.1b	Student has written several well-developed, logically ordered reasons, defending their opinions with strong facts and details.	Student has written multiple logically ordered reasons for the opinion and they are supported by facts and details.	Student has written some reasons to support the opinion; may have included some supporting facts and details.	Student has not written any reasons; or has reasons that are not connected to the opinion.
5.	Linking Opinion and Reasons W.5.1c	Student has consistently used a variety of words, phrases, and clauses to appropriately link reasons with opinion.	Student has used words, phrases, or clauses to appropriately link reasons and opinion.	Student has used minimal words, phrases or clauses that may not appropriately connect reason and opinion.	Student has not used words, phrases or clauses to link opinion and reasons.
6.	Conclusion W.5.1d	Student has provided a well-developed concluding section using details related to the opinion.	Student has provided a concluding statement or section related to the opinion.	Student has attempted to provide a related concluding statement or section.	Student has provided an unrelated conclusion or none at all.
7.	Language Conventions L.5.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has correctly used language conventions most of the time (capitalization, punctuation, spelling).	Student has used some language conventions (capitalization, punctuation, spelling) correctly.	Student has not used language conventions (capitalization, punctuation, spelling) correctly

* Score 0 if the student has not made any attempt at writing.



5th Grade Opinion Writing Rubric

Writing Standards: W.5.1.a,b,c,d	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have clearly introduced the topic.	4	3	2	1	
2. I have grouped related information logically.	4	3	2	1	
3. I have developed the topic with related facts, definitions, details, quotations, or other information and examples.	4	3	2	1	
4. I have linked ideas using words, phrases and clauses within and between paragraphs.	4	3	2	1	
5. I have used precise language and domain-specific vocabulary.	4	3	2	1	
6. I have written a related concluding statement or section.	4	3	2	1	
Language Standard: L.5.2	Rating:				Comments:
7. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	



5th Grade Informative/Explanatory Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Introduction W.5.2a	Student has clearly introduced the topic with additional insight.	Student has clearly introduced the topic.	Student has not clearly introduced the topic.	Student has not introduced the topic.
2.	Grouping Information W.5.2a	Student has clearly and logically grouped information into paragraphs which strongly maintain the focus of the writing, and has included illustrations, headings and multimedia to aid comprehension.	Student has grouped related information together (including headings, illustrations, and multimedia as appropriate to aid comprehension).	Student has minimal organization and logical grouping of information.	Student has not logically grouped related information.
3.	Topic Development W.5.2b	Student has developed the topic by using additional insights that enhance the information related to the topic.	Student has developed the topic using related information (e.g., facts, definitions, details, quotations).	Student has developed the topic with limited or unrelated information.	Student has not developed the topic.
4.	Linking Ideas W.5.2c	Student has consistently used a variety of words, phrases, and clauses to link ideas within and across categories of information.	Student has linked ideas within and across categories of information using words, phrases, and clauses.	Student has used limited words, phrases, and clauses to link ideas within and across categories of information.	Student has not linked ideas together with words, phrases, and clauses.
5.	Domain Specific Vocabulary W.5.2d	Student has demonstrated a highly developed use of precise language and domain specific vocabulary to inform and explain the topic.	Student has used precise language and domain specific vocabulary to inform and explain the topic.	Student has attempted to use precise language and domain specific vocabulary.	Student has not used precise language and domain specific vocabulary.
6.	Conclusion W.5.2e	Student has provided a well-developed concluding section using details related to the topic	Student has provided a concluding section or statement related to the topic.	Student has attempted to provide a related concluding statement or section.	Student has provided an unrelated concluding statement or none at all.
7.	Language Conventions L.5.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has correctly used language conventions most of the time (capitalization, punctuation, spelling).	Student has used some language conventions (capitalization, punctuation, spelling) correctly.	Student has not used language conventions (capitalization, punctuation, spelling) correctly

* Score 0 if the student has not made any attempt at writing.



5th Grade Informative/Explanatory Writing Rubric

Writing Standards: W.5.2.a,b,c,d,e	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have clearly introduced the topic.	4	3	2	1	
2. I have grouped related information logically	4	3	2	1	
3. I have developed the topic with related facts, definitions, details, quotations, or other information and examples.	4	3	2	1	
4. I have linked ideas using words, phrases and clauses within and between paragraphs.	4	3	2	1	
5. I have used precise language and domain-specific vocabulary.	4	3	2	1	
6. I have written a related concluding statement or section.	4	3	2	1	

Language Standard: L.5.2	Rating:				Comments:
7. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	



5th Grade Narrative Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Situation/ Characters W.5.3a	Student has clearly established an engaging situation through details of setting, and/or background information, as well as introducing dynamic characters.	Student has oriented the reader by establishing a situation and introducing a narrator and/or characters.	Student has attempted to orient the reader by establishing a situation and introducing a narrator/characters; lacks details to make it clear.	Student has not clearly oriented the reader.
2.	Organization W.5.3a	Student has organized the events into a meaningful sequence that enhances the flow of the story.	Student has organized the events into a sequence that unfolds naturally.	Student has attempted to organize the events sequentially with limited information.	Student has not organized the events sequentially.
3.	Dialogue and Descriptions W.5.3b	Student has clearly and consistently used dialogue, description, and pacing to provide vivid, detailed experiences, events, and characters.	Student has used dialogue, description, and pacing to develop experiences and events or show responses of characters to situations.	Student has made an unclear attempt to use dialogue and descriptions; may have some difficulty with pacing.	Student has not used dialogue, description, or reasonable pacing.
4.	Temporal Words W.5.3c	Student has consistently and thoughtfully used a variety of transitional words, phrases, and clauses that lead the reader easily through the story.	Student has used a variety of transitional words, phrases, or clauses to manage the sequence of events.	Student has used some transitional words, phrases, or clauses.	Student has not used transitional words, phrases, or clauses.
5.	Concrete Words and Sensory Details W.5.3d	Student has consistently used a variety of concrete words, phrases, and sensory details to convey experiences and events precisely.	Student has used concrete words, phrases, and sensory details to convey experiences and events precisely.	Student has used some concrete words, phrases or sensory details.	Student has not used concrete words, phrases or sensory details.
6.	Conclusion W.5.3e	Student has provided a conclusion that clearly resolves all of the narrated experiences and events.	Student has provided a conclusion that follows from the narrated experiences and events.	Student has provided an abrupt or partial conclusion.	Student has not provided a conclusion.
7.	Language Conventions L.5.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has correctly used language conventions most of the time (capitalization, punctuation, spelling).	Student has used some language conventions (capitalization, punctuation, spelling) correctly.	Student has not used language conventions (capitalization, punctuation, spelling) correctly.

* Score 0 if the student has not made any attempt at writing.



5th Grade Narrative Writing Rubric

Writing Standards: W.5.3.a,b,c,d,e	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have oriented the reader by establishing a situation and introducing a narrator and/or characters.	4	3	2	1	
2. I have organized an event sequence that unfolds naturally.	4	3	2	1	
3. I have developed experiences, events, and characters with the use of dialogue, descriptions, sensory words, characters' actions, thoughts, feelings, and pacing.	4	3	2	1	
4. I have used transitional words, phrases, or clauses to sequence events.	4	3	2	1	
5. I have used concrete words, phrases, and sensory details to convey experiences precisely.	4	3	2	1	
6. I have written a related conclusion.	4	3	2	1	

Language Standard: L.5.2	Rating:				Comments:
7. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	

