

## Grade 5 Writing Rubric

Name ..... Date .....

Proficient = universal supports  
Approaching proficiency = targeted supports  
Limited = specialized supports

### Beginning Grade 5 Writing Rubric

Use the criteria below to determine whether the student's writing sample is at a proficient, approaching or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describe the writing sample.

	Proficient	Approaching proficiency	Limited
<b>Content</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>The context is established and generally appropriate</li> <li>The ideas and/or events are adequate for the context established</li> <li>Supporting details are general and may be predictable</li> <li>The writing is straightforward</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>The content is generally appropriate</li> <li>The events are evident</li> <li>Some supporting details are evident</li> <li>Reader can follow general intent of writing</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Is beginning to attempt to use words, symbols and/or pictures to tell brief narratives about own ideas and experiences</li> <li>Is beginning to approximate writing with scribbles, drawings and/or use of pictures, symbols and/or words</li> </ul>

**Notes**

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	Proficient	Approaching proficiency	Limited
<b>Organization</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>The introduction directly presents key information about events, characters and/or setting</li> <li>Events and/or details are developed in a discernible order</li> <li>Connections and/or relationships among events, details and/or characters are generally maintained</li> <li>The ending is clearly connected to events</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>The introduction offers some information about events, characters and/or setting</li> <li>Events are generally in a plausible order</li> <li>Some connections among events and characters are evident</li> <li>The ending is generally connected to events</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Is beginning to attempt to organize words, symbols and/or pictures in sequence to demonstrate understanding of a story or event</li> </ul>
<b>Sentence structure</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Sentence structure is generally controlled. Only occasionally interferes with meaning</li> <li>Sentence type and sentence length are sometimes effective and/or varied</li> <li>Some variety of sentence beginnings is evident</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Sentence structure may occasionally interfere with meaning</li> <li>Sentence type and sentence length is minimal</li> <li>Minimal variety of sentence beginnings is evident</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Is beginning to approximate ordering letters or words into statements</li> <li>Is beginning to approximate the structuring of simple sentences using words, symbols and/or pictures</li> </ul>
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	Proficient	Approaching proficiency	Limited
<b>Vocabulary</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Words and expressions are generally used appropriately</li> <li>General words and expressions are used adequately to clarify meaning</li> <li>Words and expressions generally enhance the student's voice</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Words and expressions are occasionally used inappropriately</li> <li>Some words and expressions used attempt to clarify meaning</li> <li>Occasional word choice reveals student's voice</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Is beginning to attempt to use words, symbols and/or pictures to support/express ideas</li> </ul>
<b>Conventions</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Quality of the writing is maintained through generally correct use of conventions</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Is beginning to demonstrate some awareness of print conventions</li> </ul>
<b>Notes</b>			