

Grade 5 Writing—Performance-Level Descriptors

Advanced: Students demonstrate superior performance on written responses that are fully developed using relevant text-based facts, concrete details, quotations, and/or other examples. Students show evidence of synthesizing all supporting passages with relevant key details. The content is appropriate and effective for audience and purpose. The writer's opinion, topic, story, or experience is clear and expresses an insightful perspective, sustained topic, clearly defined context, or point of view. The writer summarizes or paraphrases information as supporting evidence when appropriate. Narrative techniques are used effectively to develop experiences, events, and/or characters. Organization is strong and logical, moving the reader through the text using coherent and appropriate transitions. The introduction engages the reader, states an opinion, presents a clear topic, and/or orients the reader. Information is logically ordered and examples are presented in a well-executed progression. The conclusion is compelling and directly relates to the opinion, topic, story, or experience presented. Figurative language and word relationships are demonstrated effectively. Concrete words and phrases, sensory details, and domain-specific vocabulary are used to clearly convey ideas. Writing demonstrates a rich variety of sentence structures, types, and lengths, and paragraphing is appropriate. The writer effectively shows a command of the conventions of Standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors are minor and do not affect readability.

Proficient: Students demonstrate mastery on written responses that are adequately developed using text-based facts, concrete details, quotations, and/or other examples. Students show some evidence of synthesizing all supporting passages with relevant details. The content is largely appropriate for audience and purpose. The writer's opinion, topic, story, or experience is evident and gives a sustained perspective, topic, or point of view throughout the composition. The writer attempts to summarize or paraphrase information as supporting evidence when appropriate. Some narrative techniques, such as dialogue and description, are evident to develop experiences and/or characters. Organization is evident with information ordered using transitions to link ideas. Introduction presents an opinion or topic or orients the reader to a story or experience. Information is presented in a logical progression. The conclusion is satisfying and supports or relates to the information or experiences presented. Figurative language and word relationships are demonstrated. Concrete words and phrases, sensory details, and domain specific vocabulary are used to convey ideas. The writer uses a variety of sentence structures, types, and lengths with few fragments or run-ons. Paragraphing is evident. The writer demonstrates a command of the conventions of Standard English grammar and usage, as well as capitalization, punctuation, and spelling. While errors may be noticeable, they do not significantly affect readability. The overall writing response demonstrates that the student is ready for the next grade-level.

Limited Knowledge: Students demonstrate partial mastery on written responses that are minimally developed using few details or examples. Students show minimal evidence of synthesizing supporting passages. The content is limited for audience and purpose. A perspective or point of view is not clearly expressed. The writer does not attempt to summarize or paraphrase information. Narrative techniques may be minimal. Organization lacks appropriate structure, and details may be randomly placed. Transitions are limited and fail to link ideas. Figurative language, word relationships, concrete words, sensory details, and domain-specific language are limited. The writer uses a limited variety of sentence structures, types, and lengths with little or no paragraphing attempted. Errors with grammar, usage, and mechanics interfere with readability.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive writing instruction.