Grade 5 Writing Rubric

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of a student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

*OAS objectives are annotated for each trait. Where no specific objective is listed (i.e. 5.3.W), the whole strand is intended.

Score	Ideas and Development—30%
4	· The content is well suited for the audience, task/purpose, and mode (5.3.W) · The focus is clear and maintained (5.2.W.1) · Ideas are fully developed and incorporate details, examples, reasons, facts, or evidence (5.3.W) · The writing expresses a clear, consistent perspective throughout the composition (5.2.W.1)
3	· The content is adequate for the audience, task/purpose, and mode · The focus is evident but may lack clarity · Ideas are developed using some details, examples, reasons, and/or evidence · The writing sustains the perspective throughout most of the composition
2	· The content is inconsistent with the audience, task/purpose, and mode · The focus may be unclear or leave the reader with questions and making inferences · Ideas are minimally developed with few details · May simply be a list of ideas · The writing has difficulty expressing or maintaining a perspective
1	· The content is irrelevant to the audience, task/purpose, and mode · The focus may be confusing or missing · Ideas lack development or may be repetitive · The writing lacks perspective

Score	Organization, Unity, and Coherence—25%
4	· Introduction engages the reader (5.3.W) · Coherent and consistent focus (5.2.W.1, 5.2.W.4) · Logical and appropriate sequencing balanced with smooth, effective transitions (5.4.W.2, 5.5.W.4) · Order and structure are strong and move the reader through the text (5.3.W.2, 5.3.W) · Conclusion is appropriate and effective (5.3.W)
3	· Evident introduction · Adequate focus; stays on topic with little digression · Adequate sequencing using limited but effective transitions · Order and structure are present · Conclusion is appropriate
2	· May lack clear organizational structure · Weak evidence of unity · Little or limited sequencing and/or transitions · Details may be randomly placed · Conclusion may be inappropriate or ineffective
1	· Lacks logical direction · No evidence of organizational structure

Score	Word Choice—15%

4	· Appropriate word choice that conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way (5.4.W.1-2)
	· The writing may be characterized by, but not limited to (5.4.W.2, 5.5.W.3-5),
	  – Lively verbs
	  – Vivid nouns
	  – Imaginative adjectives
	  – Figurative language
	  – Dialogue
	· No vague, overused, repetitive language is used *(a lot, greatly, very, really)*(5.4.W)
	· Effective words that evoke strong images and descriptive language (5.4.W)
	· Communicates by using academic and/or domain-appropriate words (5.4.W)

3	· Words generally convey the intended message
	· The writing includes a variety of words that are appropriate but do not necessarily energize the writing
	· The writing may be characterized by
	  – Some use of lively verbs, vivid nouns, and imaginative adjectives
	  – Attempts at figurative language and/or dialogue
	  – Few vague, overused, and repetitive words

2	· Word choice lacks precision and variety or may be inappropriate to the audience and purpose · May be ineffective, simplistic, and/or vague · Relies on overused or vague language *(a lot, great, very, really)* · Few attempts at figurative language and/or dialogue · Word choice is unimaginative and colorless with images that are unclear or absent
1	· Word choice indicates an extremely limited or inaccurate vocabulary · No attempts at figurative language and/or dialogue · General, vague words that fail to communicate meaning · Text may be too short to demonstrate variety

Score	Sentences and Paragraphs—15%
4	· Writing clearly demonstrates appropriate sentence structure (5.5.W.2) · Writing has few or no run-on or fragment errors (5.5.W.2) · Writing has a rich variety of sentence structure, types, and lengths (5.5.W.2) · Ideas are organized into paragraphs that blend into larger text (5.2.W.3) · Writing shows evidence of appropriate paragraphing (5.2.W.3)
3	· Writing adequately demonstrates appropriate sentence structure · Writing may contain a small number of run-on or fragment errors that do not interfere with fluency · Writing has adequate variety of sentence structure · Ideas are organized into paragraphs
2	· Writing demonstrates lack of control in sentence structure · Writing contains errors such as run-ons and fragments that interfere with fluency · Writing has limited variety of sentence structure · Writing may show little or no attempt at paragraphing
1	· Writing demonstrates inappropriate sentence structure · Writing contains many errors in structure *(run-ons, fragments)* · Writing has no variety in structure · Writing displays no attempt at paragraphing · Text may be too short to demonstrate use of sentences or paragraphs

Score	Grammar, Usage, and Mechanics—15%
4	· The writing demonstrates appropriate use of correct (5.5.W.1) – Spelling – Punctuation – Capitalization – Grammar – Usage/Mechanics *(e.g. correct usage of homonyms, correct usage of subjects and indirect objects, correct use of pronouns)* · Errors are minor and do not affect readability
3	· The writing demonstrates adequate use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage · Errors are noticeable but do not significantly affect readability
2	· The writing demonstrates limited use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage · Errors are distracting and may interfere with readability
1	· The writing demonstrates minimal use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage · Errors are numerous and severely impede readability

Composite Score and Performance Level

A student's composite score on the Writing section of the ELA assessment, in part, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed.