

Writing Rubrics: Grade 5

Rubric assumes an increasing level of skill applications between grade levels.

WRITING ABOUT A TOPIC	
5WRTTOPIC Student write short stories or compositions on a single topic using complete sentences and paragraphs.	
Grade 5	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write an organized, focused, two or more paragraph composition or story with a topic sentence, supporting details, and a concluding statement. b. organize ideas logically by using transitional words and/or phrases within and between paragraphs. (e.g. since, in conclusion, in contrast, etc.) c. self-select and apply strategies to plan for writing. (e.g. webbing, drawing, lists, outlines.) <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writes two paragraphs on a single topic with supporting details. • employs basic logic and uses conjunctions as transition words. (e.g. although, however, next, finally, etc.) • applies writing strategies to plan for writing. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES		
5WRTFIC Student writes fiction for a variety of purposes and audiences.		
Grade 5		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ul style="list-style-type: none"> a. write a story incorporating setting, character, and basic plot. (e.g. multiple problems, complex setting and character) b. use expressive language when responding to or producing text. (e.g. writer’s notebook, memoirs, poetry, plays, or lyrics.) <p>The student exhibits no major errors or omissions.</p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • writes a story incorporating characters, setting, problem and solution. • uses basic expressive language when responding to or producing text. <p>However, the student exhibits major errors or omissions with Level 3.</p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference
 e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 5 - Writing

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES	
5WRTNONFC Student writes nonfiction for a variety of purposes and audiences.	
Grade 5	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will</p> <ol style="list-style-type: none"> a. write using the appropriate non-fiction form for audience and purpose, using topic specific information and structure. (i.e. step-by-step directions, descriptions, observations, or report writing) b. use expressive language when responding to or producing text. (e.g. reports, content area notebooks, biographies, autobiographies) c. use text features (e.g. diagrams, charts, timelines, or table of contents). <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • writes using a basic non-fiction form for audience and purpose. • uses basic expressive language when responding to or producing text. • uses basic text features. (e.g. labels, captions, drawings, headings) <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 5 - Writing

USING STRUCTURES and CONVENTIONS	
5STRCONED Student writes and edits using a variety of sentence structures and grade-appropriate spelling, capitalization, and punctuation.	
Grade 5	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ol style="list-style-type: none"> a. write by varying the beginnings, lengths, and patterns of sentences to improve the flow and to enhance meaning of writing. b. identify and correct mistakes in spelling (e.g. grade appropriate high frequency words, homophones, and contractions) c. identify and correct mistakes in punctuation (i.e.. end of sentences, commas in dates, salutations and closings in letters, and commas in series). d. identify and correct mistakes in capitalization <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • writes a variety of sentences using conjunctions. (i.e. simple and complex sentences). • identifies mistakes in spelling, punctuation, and capitalization. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 5 - Writing

USING STRUCTURES and CONVENTIONS		
5STRCONGR Student writes using standard English grammar.		
Grade 5		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will correctly use in their writing: a. parts of speech (e.g. nouns, verbs, adjectives, adverbs, conjunctions, direct objects) b. sentence types. (e.g. simple, complex, and compound). c. subject/verb agreement at the sentence level and consistent within the text. (e.g. verb tense) The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student will use in their writing: <ul style="list-style-type: none"> • basic parts of speech • simple sentence types • subject/verb agreement within sentences. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 5 - Writing

USING STRUCTURES and CONVENTIONS		
5STRCONCURS Student writes legibly in cursive.		
Grade 5		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: a. write in legible cursive with automaticity. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: • writes legible cursive. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 5 - Writing

REVISING		
5REVISE Student revises for the qualities of effective writing, including, detail, clarity, and organization.		
Grade 5		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. rearrange and/or add supporting details to improve focus, to support main ideas, and to make sequence clear. b. use the qualities of effective writing (e.g. conventions, fluency, ideas, organization, voice and word choice) to plan, confer, and revise writing with others. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • rearranges and/or add supporting details to improve focus and support main idea. • uses basic qualities of effective writing to plan, confer, and revise writing with others. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
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Pilot teachers often use conferences to use this rubric. Students are asked to revise in a different color.

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 5 - Writing

USING WRITING RESOURCES		
5WRTRES Student uses various resources when writing and documents as appropriate.		
Grade 5		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: a. give credit for others’ ideas, images and information by citing title and source (e.g. author, storyteller, translator, songwriter, or artist). b. look up spelling or definitions of words. (e.g. dictionaries, spell-check, glossaries, or a thesaurus). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • gives credit for others’ information by citing title and source • looks up basic spelling or definitions of words. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 5 - Writing

WORD STUDY and SPELLING	
5WS.SPELL Student shows understanding of weekly word study, concepts, and spelling rules.	
Grade 5	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ul style="list-style-type: none"> a. uses strategies for improving spelling (e.g., word banks, personal dictionaries, peer and teacher support). b. spell grade-level appropriate and high frequency words correctly. c. apply weekly word study concepts and spelling rules in daily writing. <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • uses a given strategy for improving spelling. • spells some grade-level appropriate high frequency words correctly. • shows understanding, but limited application, of weekly word study, concepts, and spelling rules. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
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