Performance Outcomes

Grade 5 Writing:

* Introduce and develop a topic, incorporating evidence and supporting details
* Organize information to convey a central idea with regard to audience and purpose
* Use precise and descriptive vocabulary to create tone
* Use varied sentence structure by using transition words and prepositional phrases
* Demonstrate reasonable control of sentence formation, usage and mechanics
* Research and utilize information from relevant resources (when applicable)
* Develop a narrative with characters, setting(s), and plot events, including conflict and resolution (when applicable)

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|  | **4** | **3** | **2** | **1** |
| **CENTRAL IDEA**  | * Clear, consistent focus on a central idea
* Addresses intended audience and purpose
 | * A consistent focus on central idea
* Attempts toaddress intended audience and purpose
 | * Inconsistent focus on central idea
* Limited awareness of audience and purpose
 | * Little or no focus on a central idea
* No awareness of audience and purpose
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| **ORGANIZATION****AND****UNITY** | * Fully develops an introduction, body, and conclusion that are consistently connected to a central idea or theme
* Each paragraph has topic sentence that develops the main idea
* Effectively uses transitional words and/or phrases to connect ideas across paragraphs and sometimes within paragraphs
 | * Develops an introduction, body, and conclusion that are connected to a central idea or theme
* Each paragraph has a topic sentence focused on the main idea
* Uses transitional words and/or phrases to connect ideas across paragraphs
 | * Limited development of an introduction, body, and/or conclusion, with inconsistent connection to a central idea or theme
* Some paragraphs include an unclear or weak topic sentence
* Inconsistent use of transitional words and/or phrases to connect ideas across paragraphs
 | * Development of an introduction, body, and/or conclusion are absent or disconnected from a central idea or theme
* Paragraphs do not have a topic sentence
* Little or no evidence of transitional words and/or phrases to connect ideas
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| **ELABORATION AND DETAILS** | * Fully elaborates using a range of highly relevant facts, definitions, opinions, details, and/or other examples to support the central idea

OR* Fully elaborates using descriptive details to develop the plot, setting or characters
 | * Elaborates using relevant facts, definitions, opinions, details, and/or other examples to support the central idea

OR* Somewhat elaborates with details to develop plot, setting or characters
 | * Includes limited range of mostly relevant facts, definitions, opinions, details, and/or other examples to support the central idea

OR* Limited elaboration and use of details to develop the plot, setting, or characters
 | * Includes little or no elaboration, details and/or examples, which may have unclear relevance to the central idea

OR* Little or no evidence of elaboration or details to develop the plot, setting, or characters
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| **RESEARCH** **(when applicable)** | * Gathers, organizes and uses relevant information to support the central idea
* Give credit to all sources used
 | * Gathers, organizes, and uses mostly relevant information to support the central idea
* Give credit to most sources used
 | * Gathers limited Information that is disorganized and does not support the central idea
* Rarely gives credit to sources used
 | * Gathers little relevant information to support the central idea
* No credit given to sources used
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**COMPOSING**

**WRITTEN EXPRESSION**

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|  | **4** | **3** | **2** | **1** |
| **STYLE** | * Author’s style includes consistent use of variety in sentence structure, transitions, and prepositional phrases.
 | * Author’s style includes some use of variety in sentences, transitions, and prepositional phrases
 | * Author’s style includes limited use of variety in sentence, transitions, and prepositional phrases
 | * Author’s style includes repetitive or unvaried use of sentence structure, transitions, and prepositional phrases
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| **WORD CHOICE** | * Contains highly specific word choice, descriptive language, and selected information
* Appropriate tone
* Evidence of writer’s voice
 | * Contains specific word choice, descriptive language, and selected information
* Evidence of tone
* Some evidence of writer’s voice
 | * Limited word choice, descriptive language and selected information
* Inconsistent tone
* Limited evidence of writer’s voice
 | * Little or no specific word choice, descriptive language, and selected information
* Little or no tone
* No evidence of writer’s voice
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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **SENTENCE FORMATION** | * Exhibits consistent control of sentence formation, avoiding fragments and run-ons.
 | * Exhibits reasonable control of sentence formation, avoiding fragments and run-ons.
 | * Exhibits inconsistent control of sentence formation, including fragments and run-ons.
 | * Exhibits little or no control of sentence formation, including fragments and run-ons.
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| **USAGE/MECHANICS****CAPITALIZATION****SPELLING****PUNCTUATION****FORMATTING** | * Consistently correct use of capitalization and punctuation
* Consistently correct spelling in commonly used and grade-level appropriate words
* Multiple paragraphs are properly formatted
 | * Occasional errors in capitalization and punctuation
* Correctly spells most commonly used and grade-level appropriate words
* Some paragraphs are formatted
 | * Inconsistent use of capitalization and punctuation
* Some spelling errors of commonly used and grade-level appropriate words
* Limited use of paragraph formation
 | * Errors in capitalization and punctuation
* Numerous spelling errors interfere with the readability of the writing
* No evidence of paragraph formation
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**USAGE/MECHANICS**