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 |
| **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 |
| **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 |
| **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 |

**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 |
| **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. |
| **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 |

**USAGE/MECHANICS**