

# Fifth Grade

Score	Content, Organization, Style
<b>4</b>	<ul style="list-style-type: none"> <li>• Effectively narrows topic and selects relevant details to elaborate and extend ideas</li> <li>• Effectively uses personal experiences, observations and/or research to support opinions and ideas</li> <li>• Effectively sequences ideas and uses transitional words and phrases to link events, reasons, facts, and opinions within and between paragraphs</li> <li>• Writes in a logically organized progression of unified, cohesive paragraphs</li> <li>• Organizes persuasion clearly (e.g., least to most, important arguments)</li> <li>• Effectively develops an interesting introduction and effective ending that goes beyond repetition of the introduction</li> <li>• Writes in a clearly defined voice appropriate to audience and form (supports a position in persuasive text from first-person or third person point of view)</li> <li>• Effectively writes a variety of sentence beginnings, structures, types and lengths with a rhythm pattern</li> <li>• Effectively and consistently selects and uses precise and specialized language in content writing (e.g. powerful verbs, specific nouns, technical words) and selects words for effect</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Narrows topic and selects relevant details to elaborate and extend ideas</li> <li>• Uses personal experiences, observations and/or research to support opinions and ideas</li> <li>• Sequences ideas and uses transitional words and phrases to link events, reasons, facts, and opinions within and between paragraphs</li> <li>• Writes in a logically organized progression of unified paragraphs</li> <li>• Develops an interesting introduction and effective ending that goes beyond repetition of the introduction</li> <li>• Writes in a clearly defined voice appropriate to audience and form</li> <li>• Writes a variety of sentence beginnings, structures, types and lengths with a rhythm pattern</li> <li>• Uses precise words (e.g. powerful verbs and specific nouns) and selects words for effect</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Beginning to narrow topic and selects some relevant details to elaborate</li> <li>• Beginning to use personal experiences, observations and/or research to support opinions and ideas</li> <li>• Uses some transition words and phrases</li> <li>• Limited organized progression of paragraphs</li> <li>• Limited ability to write with an appropriate voice</li> <li>• Limited ability to write a variety of sentence beginnings, structures, types and lengths</li> <li>• Beginning to use some precise words (e.g. vivid verbs and specific nouns)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Difficulty staying on topic and using detail and elaboration</li> <li>• May have multiple sentences, but ideas and details seem disorganized</li> <li>• Lacks transitions or transitions are simple and poorly utilized</li> <li>• Difficulty with organization</li> <li>• Uses simple sentences <span style="color: red;">with limited variety of sentence beginnings</span> and length</li> <li>• Limited variety of word choice</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Response is “I don’t know”; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied</li> </ul>

Deleted: .

**Fifth Grade (Continued)**

<b>Score</b>	<b>Conventions</b>
<b>2</b>	<ul style="list-style-type: none"><li>• Spells high frequency words</li><li>• Follows the rules and patterns learned from current and previous grades and uses multiple strategies to spell including visual patterns, homophones, affixes and roots</li><li>• Follows capitalization rules including first word in a sentence, proper names, titles, geographic names, first word inside of quotations, geographic names, brand names, languages, races, nationalities and religions</li><li>• Follows punctuation rules including correct end marks, commas, quotations, apostrophes, abbreviations, semicolon, ellipsis, commas to set off interjections, commas in appositives and to set off direct address, and apostrophes to show quotation with in a quotation</li><li>• Follows usage rules including pronouns, singular/plural nouns, subject/verb agreement, consistent tense, contractions, and appropriate homonyms</li><li>• Consistently uses complete sentences without run-togethers or fragments</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Spells many high frequency words</li><li>• Follows some of rules and patterns learned from current and previous grades and uses some the rules and patterns learned from current and previous grades although uses phonetic spelling for some words</li><li>• Inconsistent use of capitalization rules including first word in a sentence, proper names, titles, geographic names, first word inside of quotations, geographic names, brand names languages, races, nationalities and religions</li><li>• Inconsistent use of punctuation rules including correct end marks, commas, quotations, apostrophes, abbreviations, semicolon, ellipsis, commas to set off interjections commas in appositives and to set off direct address, and apostrophes to show quotation with in a quotation</li><li>• Inconsistent use of usage rules including pronouns, singular/plural nouns, subject/verb agreement, consistent tense, contractions, and appropriate homonyms</li><li>• Generally uses complete sentences may contain a few run-togethers or fragments</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Has difficult spelling high frequency words and following rules and patterns</li><li>• Has difficulty following capitalization and punctuation rules</li><li>• Exhibits errors in sentence structure that impede communication</li><li>• Response is “I don’t know”; response is only the title of the prompt; or the prompt is simply recopied</li></ul>