

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 1 Informational/Explanatory Writing Rubric

- ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	-Student uses writing to clearly state topic, supply more than 6 facts about the topic, and includes definitions, quotations, and details to develop and elaborate on points -Student stays on topic throughout <b>entire</b> piece - <b>All</b> of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state topic, supply at least 6 facts about the topic, and includes definitions, quotations, and details to develop and elaborate on points -Student stays on topic for <b>most</b> of the piece - <b>Most</b> of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state topic, supply 3-5 or more facts about the topic, and include definitions and/or quotations to develop points -Student stays on topic for <b>some</b> of the piece - <b>Some</b> of the student's ideas are clearly written and understood	-Student does not clearly state the topic or partially states topic -Student uses less than 3 facts about the topic, and makes an attempt at including definitions -Student is <b>rarely</b> on topic -The student's ideas are poorly formed or <b>not</b> clearly understood
<b>Organization</b>	-Student writes at least 5 paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Organization allows for clear understanding (uses headings, titles, subtitles, and captions.) -Writing includes various linking words and phrases	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Organization allows for clear understanding (uses some of the following: headings, titles, subtitles, and captions.) -Writing includes linking words and phrases	-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Student attempts organization by using headings, titles, subtitles, and/or captions but may not use them all correctly -Writing includes some linking words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Paragraphs attempt to provide an introduction, supporting details, and a sense of closure -Student does not use headings, titles, subtitles, or captions -Writing includes little to no linking words
<b>Conventions</b>	-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree <b>all</b> of the time -Regular and irregular parts of speech are used correctly <b>all</b> of the time	-Student has <b>few</b> errors (3-7) in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree <b>most</b> of the time -Regular and irregular parts of speech are used correctly <b>most</b> of the time	-Student has <b>some</b> (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree <b>some</b> of the time -Regular and irregular parts of speech are used correctly <b>some</b> of the time	-Student has <b>many</b> (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs <b>rarely</b> agree -Regular and irregular parts of speech <b>rarely</b> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message and teach the reader -Student used interesting comparison and/or figurative	-Writing includes interesting and engaging vocabulary chosen to teach the reader -Student <b>may</b> use a comparison or figurative language to clarify an idea.	-Writing includes some variation in vocabulary but it may not all fit with writer's message -Some descriptive language is used	-Word choice is basic -No variety or descriptive language used -Vocabulary choices do not fit with topic -Student writes only

	language as needed to clarify points -Writing includes detailed descriptive language -Student uses varied sentence structure throughout writing	-Descriptive language is evident -Student uses some varied sentence structure	-Student writes mostly simple sentences	simple sentences or sentence fragments
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**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_

**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

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### Fourth Grade S1 Self-Check Informational Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<input type="checkbox"/> I clearly stated my topic <input type="checkbox"/> I had more than 6 facts about my topic <input type="checkbox"/> I used definitions and details to develop my points <input type="checkbox"/> I stayed on topic for my <b>whole</b> piece <input type="checkbox"/> <b>All</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I stated my topic <input type="checkbox"/> I had 3-5 or more facts about my topic <input type="checkbox"/> I used definitions to develop most of my points <input type="checkbox"/> I stayed on topic for <b>most</b> of my piece <input type="checkbox"/> <b>Most</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my topic more clearly <input type="checkbox"/> I need to provide more facts to support my topic <input type="checkbox"/> I need to provide definitions to support my topics <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
<b>Organization</b>	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I used headings, titles, subtitles, and captions <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used headings, titles, subtitles, or captions <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to add organization to my writing <input type="checkbox"/> I need to use linking words in my writing
<b>Conventions</b>	<input type="checkbox"/> <b>All</b> of my capitalization is correct <input type="checkbox"/> <b>All</b> of my punctuation is correct <input type="checkbox"/> <b>All</b> of my spelling is correct <input type="checkbox"/> <b>All</b> of my subjects and verbs agree <input type="checkbox"/> <b>All</b> of my parts of speech were used correctly	<input type="checkbox"/> <b>Most</b> of my capitalization is correct <input type="checkbox"/> <b>Most</b> of my punctuation is correct <input type="checkbox"/> <b>Most</b> of my spelling is correct <input type="checkbox"/> <b>Most</b> of my subjects and verbs agree <input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
<b>Craft</b>	<input type="checkbox"/> I used <b>a lot</b> of interesting and engaging vocabulary <input type="checkbox"/> I used <b>a lot</b> of description in my writing <input type="checkbox"/> I used many comparisons or figurative language <input type="checkbox"/> I used <b>various</b> types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary <input type="checkbox"/> I used <b>some</b> description in my writing <input type="checkbox"/> I used some comparisons or figurative language <input type="checkbox"/> I used <b>some</b> sentence variety (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use comparison or figurative language <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 1 Narrative Writing Rubric

ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences, and including actions, dialogue, thoughts and feelings. Student took out unimportant parts.</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences. Writing attempts to include some thoughts and feelings along with actions and dialogue. Student took out unimportant parts.</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to describe real or imagined experiences or events with some description but may only give an overview of the action. Writing only includes action and dialogue; not thoughts or feelings.</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to describe real or imagined experiences or events, but ideas are not completely formed. Student does not use dialogue.</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to clearly introduce narrator and/or characters, describe experiences and events in order in great detail, and provide a sense of closure based on the beginning and middle of the story</li> <li>-Writing is organized in a way that allows events to naturally unfold</li> <li>-Paragraphs are used to show a new character speaking</li> <li>-Writing includes various transitional words and phrases, especially those that mark time such as <i>just then, suddenly, or after a while.</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 3 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure based on the beginning or middle of the story</li> <li>-Writing is organized in a way that allows events to naturally unfold</li> <li>-Student attempts to show new character dialogue with new paragraphs</li> <li>-Writing includes transitional words and phrases that attempt to mark time such as <i>later, after that, or finally</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure</li> <li>-Writing may not separate parts or times of the story into paragraphs</li> <li>-Writing includes some transitional words to mark time</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to describe a sequence of events, but may be lacking an introduction or sense of closure</li> <li>-Writing is not separated into paragraphs based on timing or new character dialogue</li> <li>-Writing includes little to no transitional words</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling.</li> <li>-Subjects and verbs agree <b>all</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>few</b> (3-7) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message</li> <li>-Subjects and verbs agree <b>most</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>some</b> (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message.</li> <li>-Subjects and verbs agree <b>some</b> of the time</li> <li>-Regular and irregular parts</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>many</b> (more than 15) errors that prevent the reader from understanding the writer's message</li> <li>-Subjects and verbs <b>rarely</b> agree</li> <li>-Regular and irregular</li> </ul>

	<u>all</u> of the time	<u>most</u> of the time	of speech are used correctly <u>some</u> of the time	parts of speech <u>rarely</u> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message and shows why characters acted based on their thinking -Writing includes precise descriptive language and figurative language to bring story to life and convey emotion through phrases, dialogue, and thoughts -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary that attempts to show some character thinking -Descriptive language is evident and attempts to convey emotion through phrases, dialogue, and thoughts. -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used but focuses on action rather than character thought and motivation -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 1 Opinion Writing Rubric

- ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases(e.g., for instance, in order to, in addition).
  - d. Provide a concluding statement or section related to the opinion presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	-Student uses writing to clearly state opinion, supply more than 5 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion -Student includes a few sentences to hook the reader with a question, explaining why the topic mattered, telling a surprising fact, or giving background information -Student stays on topic throughout <b>entire</b> piece - <b>All</b> of the student’s ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes at least 5 well-elaborated reasons to support the opinion -Student include 1-2 sentences to attempt to hook the reader with a question or surprising fact -Student stays on topic for <b>most</b> of the piece - <b>Most</b> of the student’s ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion -Student attempts a hook but it may be underdeveloped or not address the opinion -Student stays on topic for <b>some</b> of the piece - <b>Some</b> of the student’s ideas are clearly written and understood	-Student attempts to use writing to state an opinion and includes less than 3 reasons to support the opinion -Student does not include any hook -Student is <b>rarely</b> on topic -The student’s ideas are poorly formed or <b>not</b> clearly understood
<b>Organization</b>	-Student writes at least 5 paragraphs with 5 or more sentences per paragraph -Student includes an organizational structure that lists the reasons -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Student includes an ending that restates and reflects on claim, possibly suggesting an action based on reasons -Writing includes various linking words and phrases	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Student includes an organizational structure that lists the reasons -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Students includes an ending that restates claim and may include some reflection on opinion -Writing includes linking words and phrases	-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Student attempts to include an organizational structure -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Student includes an ending that restates claim -Writing includes some linking words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Student makes little to no attempt at including an organizational structure -Paragraphs attempt to provide an introduction, supporting details, and a sense of closure -Student does not restate claim at the end -Writing includes little to no linking words
<b>Conventions</b>	-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree <b>all</b> of the time -Regular and irregular parts of speech are used correctly <b>all</b> of the time	-Student has <b>few (3-8)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree <b>most</b> of the time -Regular and irregular parts of speech are used correctly <b>most</b> of the time	-Student has <b>some (8-15)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree <b>some</b> of the time -Regular and irregular parts of speech are used correctly <b>some</b> of the time	-Student has <b>many</b> (more than 15) errors that prevent the reader from understanding the writer’s message -Subjects and verbs <b>rarely</b> agree -Regular and irregular parts of speech <b>rarely</b> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer’s message	-Writing includes interesting and engaging vocabulary and attempts to engage reader	-Writing includes some variation in vocabulary -Some descriptive language	-Word choice is basic -No variety or descriptive language used

	<p>possibly emphasizing or repeating words to make readers empathize with point of view</p> <p>-Writing includes precise descriptive language and facts to sway reader's opinion</p> <p>-Student uses varied sentence structure throughout writing</p>	<p>based on stated opinion</p> <p>-Descriptive language is evident</p> <p>-Student uses some varied sentence structure</p>	<p>is used but mainly states facts and reasons rather than engaging reader's emotions</p> <p>-Student writes mostly simple sentences</p>	<p>-Student does not engage reader</p> <p>-Student writes only simple sentences or sentence fragments</p>
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**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_

Organization \_\_\_\_\_

Conventions \_\_\_\_\_

Craft (x2) \_\_\_\_\_

**Total Points** \_\_\_\_\_

**Scaled Score** \_\_\_\_\_

**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Opinion Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had 5 or more reasons to support my opinion <input type="checkbox"/> I included a hook using a question, interesting fact, background information, or reasons why my topic matters <input type="checkbox"/> I stayed on topic for my <b>whole</b> piece <input type="checkbox"/> <b>All</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had at least 5 reasons to support my opinion <input type="checkbox"/> I included a hook but need to develop it more <input type="checkbox"/> I stayed on topic for <b>most</b> of my piece <input type="checkbox"/> <b>Most</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my opinion more clearly <input type="checkbox"/> I need to provide more reasons to support my opinion <input type="checkbox"/> I need to add a hook <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
<b>Organization</b>	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> My ending restates and reflects on my opinion. I might add an action the reader can take <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I restated my opinion in the ending <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to restate my opinion in the ending <input type="checkbox"/> I need to use linking words in my writing
<b>Conventions</b>	<input type="checkbox"/> <b>All</b> of my capitalization is correct <input type="checkbox"/> <b>All</b> of my punctuation is correct <input type="checkbox"/> <b>All</b> of my spelling is correct <input type="checkbox"/> <b>All</b> of my subjects and verbs agree <input type="checkbox"/> <b>All</b> of my parts of speech were used correctly	<input type="checkbox"/> <b>Most</b> of my capitalization is correct <input type="checkbox"/> <b>Most</b> of my punctuation is correct <input type="checkbox"/> <b>Most</b> of my spelling is correct <input type="checkbox"/> <b>Most</b> of my subjects and verbs agree <input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
<b>Craft</b>	<input type="checkbox"/> I used <b>a lot</b> of interesting and engaging vocabulary	<input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary <input type="checkbox"/> I used <b>some</b>	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing



	<p>___ I used <b>a lot</b> of description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed</p> <p>___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>description in my writing</p> <p>___ I tried to change my reader's opinion but need more information or explanation</p> <p>___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to use more descriptive language in my writing</p> <p>___ I did not engage my reader because I only stated facts</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 2 Informational/Explanatory Writing Rubric

- ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<p>-Student uses writing to clearly state topic, supply more than 6 facts about the topic, and includes definitions, quotations, and details to develop and elaborate on points</p> <p>-Student used only trusted sources and gave credit when appropriate</p> <p>-Student let reader know when facts were used and when student offered own thinking</p> <p>-Student stays on topic throughout <b>entire</b> piece</p> <p>-<b>All</b> of the student's ideas are clearly written and easily understood</p>	<p>-Student uses writing to clearly state topic, supply at least 6 facts about the topic, and includes definitions, quotations, and details to develop and elaborate on points</p> <p>-Student only used trusted sources and may have given credit</p> <p>-Student stays on topic for the <b>entire</b> piece</p> <p>-<b>Most</b> of the student's ideas are clearly written and easily understood</p>	<p>-Student uses writing to clearly state topic, supply 3-5 or more facts about the topic, and include definitions and/or quotations to develop points</p> <p>-Student may have used more personal knowledge than trusted sources</p> <p>-Student stays on topic for <b>most</b> of the piece</p> <p>-<b>Some</b> of the student's ideas are clearly written and understood</p>	<p>-Student does not clearly state the topic or partially states topic</p> <p>-Student supplies less than 3 facts about the topic, and makes an attempt at including definitions</p> <p>-Student is <b>rarely</b> on topic</p> <p>-The student's ideas are poorly formed or <b>not</b> clearly understood</p>
<b>Organization</b>	<p>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</p> <p>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</p> <p>-Organization allows for clear understanding (uses headings, titles, subtitles, and captions.)</p> <p>-Individual sections are organized by the genre of the section</p> <p>-Writing includes various linking words and comparative phrases as in level 3, but adding phrases such as: <i>consequently, because of this, as a result, a little later, afterwards, and the most important reason</i></p>	<p>-Student writes at least 3 paragraphs with 5 or more sentences per paragraph</p> <p>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</p> <p>-Organization allows for clear understanding (uses headings, titles, subtitles, and captions.)</p> <p>-Student attempts organization within individual sections</p> <p>-Writing includes linking words and phrases such as: <i>before, next, after, another, also, and for example</i></p>	<p>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</p> <p>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</p> <p>-Student attempts organization by using headings, titles, subtitles, and/or captions but may not use them all correctly</p> <p>-Writing includes some linking words and phrases to help readers understand how sections relate to each other</p>	<p>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</p> <p>-Paragraphs attempt to provide an introduction, supporting details, and a sense of closure</p> <p>-Student does not use headings, titles, subtitles, or captions</p> <p>-Writing includes some linking words and phrases.</p>
<b>Conventions</b>	-Student has <b>minimal</b> (less	-Student has <b>few</b> errors (3-7)	-Student has <b>some</b> (8-15)	-Student has <b>many</b>

	<p>than 3) errors in capitalization, punctuation, and spelling.</p> <p>-Subjects and verbs agree <u>all</u> of the time</p> <p>-Regular and irregular parts of speech are used correctly <u>all</u> of the time</p>	<p>in capitalization, punctuation, and spelling. Errors do not interfere with the message</p> <p>-Subjects and verbs agree <u>most</u> of the time</p> <p>-Regular and irregular parts of speech are used correctly <u>most</u> of the time</p>	<p>errors in capitalization, punctuation, and spelling. Errors do not interfere with the message.</p> <p>-Subjects and verbs agree <u>some</u> of the time</p> <p>-Regular and irregular parts of speech are used correctly <u>some</u> of the time</p>	<p>(more than 15) errors that prevent the reader from understanding the writer's message</p> <p>-Subjects and verbs <u>rarely</u> agree</p> <p>-Regular and irregular parts of speech <u>rarely</u> used correctly</p>
<b>Craft</b>	<p>-Writing includes interesting and engaging vocabulary that supports writer's message and teach the reader</p> <p>-Student explains expert vocabulary and key terms</p> <p>-Student uses interesting comparison and/or figurative language as needed to clarify points and explain information</p> <p>-Writing includes detailed descriptive language</p> <p>-Writer included text features to convey information</p> <p>-Student uses varied sentence structure throughout writing</p>	<p>-Writing includes interesting and engaging vocabulary chosen to teach the reader</p> <p>-Student uses interesting comparison and/or figurative language to clarify an idea.</p> <p>-Student made choices of what was best to include or not include</p> <p>-Descriptive language is evident</p> <p>-Student uses varied sentence structure throughout piece</p>	<p>-Writing includes some variation in vocabulary but it may not all fit with writer's message</p> <p>-Some descriptive language is used</p> <p>-Student may include unrelated information</p> <p>-Student uses some varied sentence structure</p>	<p>-Word choice is basic</p> <p>-No variety or descriptive language used</p> <p>-Vocabulary choices do not fit with topic or are not explained</p> <p>-Student writes only simple sentences or sentence fragments</p>

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_

Organization \_\_\_\_\_

Conventions \_\_\_\_\_

Craft (x2) \_\_\_\_\_

**Total Points** \_\_\_\_\_

**Scaled Score** \_\_\_\_\_

**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade S2 Self-Check Informational Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<input type="checkbox"/> I clearly stated my topic <input type="checkbox"/> I had more than 6 facts about my topic <input type="checkbox"/> I used definitions and details to develop my points <input type="checkbox"/> I stayed on topic for my <b>whole</b> piece <input type="checkbox"/> I gave credit to my sources <input type="checkbox"/> <b>All</b> of my ideas we clearly written and easy to understand	<input type="checkbox"/> I stated my topic <input type="checkbox"/> I had 3-5 or more facts about my topic <input type="checkbox"/> I used definitions and details to develop most of my points <input type="checkbox"/> I stayed on topic for my <b>whole</b> of my piece <input type="checkbox"/> <b>Most</b> of my ideas we clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my topic more clearly <input type="checkbox"/> I need to provide more facts to support my topic <input type="checkbox"/> I need to provide definitions to support my topics <input type="checkbox"/> I need to check my sources <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
<b>Organization</b>	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I used headings, titles, subtitles, and captions in each section <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used headings, titles, subtitles, or captions <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to add organization to my writing <input type="checkbox"/> I need to use linking words in my writing
<b>Conventions</b>	<input type="checkbox"/> <b>All</b> of my capitalization is correct <input type="checkbox"/> <b>All</b> of my punctuation is correct <input type="checkbox"/> <b>All</b> of my spelling is correct <input type="checkbox"/> <b>All</b> of my subjects and verbs agree <input type="checkbox"/> <b>All</b> of my parts of speech were used correctly	<input type="checkbox"/> <b>Most</b> of my capitalization is correct <input type="checkbox"/> <b>Most</b> of my punctuation is correct <input type="checkbox"/> <b>Most</b> of my spelling is correct <input type="checkbox"/> <b>Most</b> of my subjects and verbs agree <input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
<b>Craft</b>	<input type="checkbox"/> I used <b>a lot</b> of interesting and engaging vocabulary <input type="checkbox"/> I used <b>a lot</b> of description in my writing <input type="checkbox"/> I used many comparisons or figurative language <input type="checkbox"/> I used specific text features to explain my writing <input type="checkbox"/> I used <b>various</b> types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary <input type="checkbox"/> I used <b>some</b> description in my writing <input type="checkbox"/> I used some comparisons or figurative language <input type="checkbox"/> I thought carefully about what to include and not include <input type="checkbox"/> I used <b>many</b> types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use comparison or figurative language <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 2 Opinion Writing Rubric

- ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases(e.g., for instance, in order to, in addition).
  - d. Provide a concluding statement or section related to the opinion presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state opinion, supply more than 6 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Student used a variety of reasons and put them in order to make sense. Writer discussed why the evidence went with the claim</li> <li>-Student includes a few sentences to hook the reader and to care about the topic with a question, explaining why the topic mattered, telling a surprising fact, or giving background information</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes at least 6 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Student includes a few sentences to hook the reader with a question, explaining why the topic mattered, telling a surprising fact, or giving background information</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion</li> <li>-Student writes 1-2 sentences to hook the reader with a question or surprising fact</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to state an opinion and includes less than 3 reasons to support the opinion</li> <li>-Student does not include any hook or it is underdeveloped</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates and reflects on claim, possibly suggesting an action based on reasons. Conclusion relates back to main points of the text, not just final paragraph</li> <li>-Writing includes various transitional words and phrases to help reader follow writer's thinking such as <i>the most important reason, consequently, specifically</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 3 paragraphs with 5 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Students includes an ending that restates and reflects on claim and possibly suggests an action based on reasons</li> <li>-Writing includes transitional words and phrases such as <i>for example, for instance, and in additional to</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Student attempts to include an organizational structure</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates claim and may include some reasoning or action</li> <li>-Writing includes some transition words</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Student makes little to no attempt at including an organizational structure</li> <li>-Paragraphs attempt to provide an introduction, supporting details, and a sense of closure</li> <li>-Student does not restate claim at the end</li> <li>-Writing includes little to no transition words</li> </ul>
<b>Conventions</b>	-Student has <b>minimal</b> (less	-Student has <b>few (3-8)</b> errors	-Student has <b>some (8-15)</b>	-Student has <b>many</b>

	<p>than 3) errors in capitalization, punctuation, and spelling.</p> <p>-Subjects and verbs agree <u>all</u> of the time</p> <p>-Regular and irregular parts of speech are used correctly <u>all</u> of the time</p>	<p>in capitalization, punctuation, and spelling. Errors do not interfere with the message</p> <p>-Subjects and verbs agree <u>most</u> of the time</p> <p>-Regular and irregular parts of speech are used correctly <u>most</u> of the time</p>	<p>errors in capitalization, punctuation, and spelling. Errors do not interfere with the message.</p> <p>-Subjects and verbs agree <u>some</u> of the time</p> <p>-Regular and irregular parts of speech are used correctly <u>some</u> of the time</p>	<p>(more than 15) errors that prevent the reader from understanding the writer's message</p> <p>-Subjects and verbs <u>rarely</u> agree</p> <p>-Regular and irregular parts of speech <u>rarely</u> used correctly</p>
<b>Craft</b>	<p>-Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view. Writer used scholarly voice and varied pace as needed</p> <p>-Writing includes precise descriptive language and facts to sway reader's opinion</p> <p>-Student uses varied sentence structure throughout writing</p>	<p>- Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view</p> <p>-Precise descriptive language is evident and attempts to sway reader's opinion</p> <p>-Student uses some varied sentence structure</p>	<p>-Writing includes some variation in vocabulary</p> <p>-Some descriptive language is used but mainly states facts and reasons rather than engaging reader's emotions</p> <p>-Student writes mostly simple sentences</p>	<p>-Word choice is basic</p> <p>-No variety or descriptive language used</p> <p>-Student does not engage reader</p> <p>-Student writes only simple sentences or sentence fragments</p>

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_

Organization \_\_\_\_\_

Conventions \_\_\_\_\_

Craft (x2) \_\_\_\_\_

**Total Points** \_\_\_\_\_

**Scaled Score** \_\_\_\_\_

**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 2 Opinion Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<p><input type="checkbox"/> I clearly stated my opinion</p> <p><input type="checkbox"/> I had 6 or more reasons to support my opinion</p> <p><input type="checkbox"/> I included a hook using a question, interesting fact, background information, or reasons why my topic matters to make my reader care about the topic</p> <p><input type="checkbox"/> I stayed on topic for my <b>whole</b> piece</p> <p><input type="checkbox"/> <b>All</b> of my ideas were clearly written and easy to understand</p>	<p><input type="checkbox"/> I clearly stated my opinion</p> <p><input type="checkbox"/> I had at least 6 reasons to support my opinion</p> <p><input type="checkbox"/> I included a hook but need to develop it more to engage my reader</p> <p><input type="checkbox"/> I stayed on topic for <b>most</b> of my piece</p> <p><input type="checkbox"/> <b>Most</b> of my ideas were clearly written and easy to understand</p>	<p><input type="checkbox"/> I need to work on stating my opinion more clearly</p> <p><input type="checkbox"/> I need to provide more reasons to support my opinion</p> <p><input type="checkbox"/> I need to add a hook</p> <p><input type="checkbox"/> I need to stay on topic</p> <p><input type="checkbox"/> I need to write my ideas more clearly so that they can be understood</p>
<b>Organization</b>	<p><input type="checkbox"/> I wrote at least 5 paragraphs</p> <p><input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly</p> <p><input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences</p> <p><input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph</p> <p><input type="checkbox"/> My ending restates and reflects on my opinion. I might add an action the reader can take</p> <p><input type="checkbox"/> I used multiple linking words in my writing</p>	<p><input type="checkbox"/> I wrote at least 3 paragraphs</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion</p> <p><input type="checkbox"/> I restated my opinion and reflected on my reasons.</p> <p><input type="checkbox"/> I used linking words in my writing</p>	<p><input type="checkbox"/> I need to write at least 3 paragraphs</p> <p><input type="checkbox"/> I need to format my paragraphs correctly</p> <p><input type="checkbox"/> I need to write at least 5 sentences in my paragraphs</p> <p><input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs</p> <p><input type="checkbox"/> I need to restate my opinion in the ending</p> <p><input type="checkbox"/> I need to use linking words in my writing</p>
<b>Conventions</b>	<p><input type="checkbox"/> <b>All</b> of my capitalization is correct</p> <p><input type="checkbox"/> <b>All</b> of my punctuation is correct</p> <p><input type="checkbox"/> <b>All</b> of my spelling is correct</p> <p><input type="checkbox"/> <b>All</b> of my subjects and verbs agree</p> <p><input type="checkbox"/> <b>All</b> of my parts of speech were used correctly</p>	<p><input type="checkbox"/> <b>Most</b> of my capitalization is correct</p> <p><input type="checkbox"/> <b>Most</b> of my punctuation is correct</p> <p><input type="checkbox"/> <b>Most</b> of my spelling is correct</p> <p><input type="checkbox"/> <b>Most</b> of my subjects and verbs agree</p> <p><input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly</p>	<p><input type="checkbox"/> I need to correct my capitalization</p> <p><input type="checkbox"/> I need to correct my punctuation</p> <p><input type="checkbox"/> I need to correct my spelling</p> <p><input type="checkbox"/> I need to correct my subject-verb agreement</p> <p><input type="checkbox"/> I need to use my parts of speech correctly</p>
<b>Craft</b>	<p><input type="checkbox"/> I used <b>a lot</b> of interesting and engaging</p>	<p><input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary</p>	<p><input type="checkbox"/> I need to include more interesting and engaging</p>

	<p>vocabulary</p> <p>___ I used <b>a lot</b> of description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed. I used specific words to sway my reader</p> <p>___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used <b>some</b> description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed</p> <p>___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I did not engage my reader because I only stated facts</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 2 Narrative Writing Rubric

ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences, and including actions, dialogue, thoughts and feelings.</li> <li>-Student took out unimportant parts.</li> <li>-Student worked to develop characters, setting, and plot to add to the heart of the story</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences, and including actions, dialogue, thoughts and feelings.</li> <li>-Student took out unimportant parts.</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to describe real or imagined experiences or events with some description but may only give an overview of the action. Writing only includes action and dialogue but attempts to add some thoughts or feelings.</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to describe real or imagined experiences or events, but ideas are not completely formed. Student rarely uses dialogue.</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to clearly introduce narrator and/or characters, describe experiences and events in order in great detail, and provide a strong sense of closure based on the beginning and middle of the story</li> <li>-Writing is organized in a way that allows events to naturally unfold</li> <li>-Paragraphs are used to show a new character speaking</li> <li>-Writing includes various transitional words and phrases that mark time in a complicated way such as <i>meanwhile, at the same time, early that morning, or three hours later</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 4 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure based on the beginning and middle of the story</li> <li>-Writing is organized in a way that allows events to naturally unfold</li> <li>-Paragraphs are used to show a new character speaking</li> <li>-Writing includes transitional words and phrases especially those that mark time such as <i>just then, suddenly, or after a while.</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure</li> <li>-Writing may not separate parts or times of the story into paragraphs</li> <li>-Student attempts to show new character dialogue with new paragraphs</li> <li>-Writing includes some transitional words to mark time</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to describe a sequence of events, but may be lacking an introduction or sense of closure</li> <li>-Writing is not separated into paragraphs based on timing or new character dialogue</li> <li>-Writing includes little to no transitional words</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation,</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>few</b> (3-7) errors in capitalization, punctuation, and spelling. Errors do not</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>some</b> (8-15) errors in capitalization, punctuation, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>many</b> (more than 15) errors that prevent the reader</li> </ul>

	and spelling. -Subjects and verbs agree <u>all</u> of the time -Regular and irregular parts of speech are used correctly <u>all</u> of the time	interfere with the message -Subjects and verbs agree <u>most</u> of the time -Regular and irregular parts of speech are used correctly <u>most</u> of the time	Errors do not interfere with the message. -Subjects and verbs agree <u>some</u> of the time -Regular and irregular parts of speech are used correctly <u>some</u> of the time	from understanding the writer's message -Subjects and verbs <u>rarely</u> agree -Regular and irregular parts of speech <u>rarely</u> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message and shows character's thinking and responses to what happened -Student slowed down writing at the heart of the story and made less important parts shorter and more important parts longer as needed -Writing includes precise descriptive language and figurative language to bring story to life and convey emotion through phrases, dialogue, and thoughts -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary that supports writer's message and shows why characters acted based on their thinking -Writing includes precise descriptive language and figurative language to bring story to life and convey emotion through phrases, dialogue, and thoughts -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Descriptive language is evident and attempts to convey emotion through phrases, dialogue, and thoughts. -Student writes mostly simple sentences but attempts some variety	-Word choice is basic -Minimal variety or descriptive language used -Character are not developed to show thinking -Student writes only simple sentences or sentence fragments

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fourth Grade Semester 2 Narrative Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<p>___ I wrote about a well-elaborated event or sequence of events in detail</p> <p>___ I wrote about how my character thinks, feels, and reacts</p> <p>___ I stayed on topic for my <b>whole</b> piece and took out unimportant information</p> <p>___ <b>All</b> of my ideas were clearly written and easy to understand</p>	<p>___ I wrote about one event or sequence of events</p> <p>___ I wrote about how my character thinks and feels</p> <p>___ I stayed on topic for <b>most</b> of my piece and took out some unimportant information</p> <p>___ <b>Most</b> of my ideas were clearly written and easy to understand</p>	<p>___ I need to write about one event or sequence of events</p> <p>___ I need to stay on topic and take out parts that don't fit with my story</p> <p>___ I need to write about how my character thinks or feels</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
<b>Organization</b>	<p>___ I wrote at least 5 paragraphs</p> <p>___ <b>All</b> of my paragraphs were formatted correctly</p> <p>___ <b>All</b> of my paragraphs had at least 5 sentences</p> <p>___ My writing clearly introduced the narrator and/or characters and had a clear sense of closure</p> <p>___ I used a new paragraph each time a new character started talking</p> <p>___ I have a strong ending</p> <p>___ My events were in order and written in great detail</p> <p>___ I used <b>many</b> transitional words to show timing</p>	<p>___ I wrote at least 3 paragraphs</p> <p>___ <b>Most</b> of my paragraphs were formatted correctly</p> <p>___ <b>Most</b> of my paragraphs had at least 5 sentences</p> <p>___ My writing introduced the narrator and/or characters and had a sense of closure</p> <p>___ I have an ending</p> <p>___ I need to start a new paragraph each time a new character starts talking</p> <p>___ My events were in order</p> <p>___ I used <b>some</b> transitional words to show timing</p>	<p>___ I need to write at least 3 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to introduce my narrator and/or characters</p> <p>___ I need to write about my events in order</p> <p>___ I need an ending and sense of closure</p> <p>___ I need to use transitional words in my writing</p>
<b>Conventions</b>	<p>___ <b>All</b> of my capitalization is correct</p> <p>___ <b>All</b> of my punctuation is correct</p> <p>___ <b>All</b> of my spelling is correct</p> <p>___ <b>All</b> of my subjects and verbs agree</p> <p>___ <b>All</b> of my parts of speech were used correctly</p>	<p>___ <b>Most</b> of my capitalization is correct</p> <p>___ <b>Most</b> of my punctuation is correct</p> <p>___ <b>Most</b> of my spelling is correct</p> <p>___ <b>Most</b> of my subjects and verbs agree</p> <p>___ <b>Most</b> of my parts of speech were used correctly</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p> <p>___ I need to use my parts of speech correctly</p>
<b>Craft</b>	<p>___ I used <b>a lot</b> of</p>	<p>___ I used <b>some</b> interesting</p>	<p>___ I need to include more</p>

	<p>interesting and engaging vocabulary to show character thoughts and emotions</p> <p>___ I used <b>a lot</b> of description in my writing</p> <p>___ I used figurative language (simile, metaphor, personification) in my writing</p> <p>___ I added more detail to important parts and moved quickly through less important parts</p> <p>___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>and engaging vocabulary and tried to show character thoughts and emotions</p> <p>___ I used <b>some</b> description in my writing</p> <p>___ I used a little bit of figurative language (simile, metaphor, personification) in my writing</p> <p>___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>interesting and engaging vocabulary in my writing and show how a character thinks or feels</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I need to add figurative language (simile, metaphor, personification) in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 1 Informational/Explanatory Writing Rubric

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state topic, supply more than 6 facts about the topic, and includes definitions, quotations, and details to develop and elaborate on points</li> <li>-Student used only trusted sources and gave credit when appropriate</li> <li>-Student let reader know when facts were used and when student offered own thinking</li> <li>-Student hooked the reader and let them know the subtopics and/or sequence</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state topic, supply at least 6 facts about the topic, and includes definitions, quotations, and details to develop and elaborate on points</li> <li>-Student only used trusted sources and may have given credit</li> <li>-Student hooked the reader and let them know they would be teaching different things</li> <li>-Student stays on topic for the <b>entire</b> piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state topic, supply 3-5 or more facts about the topic, and include definitions and/or quotations to develop points</li> <li>-Student may have used more personal knowledge than trusted sources</li> <li>-Student had an introductory sentence or hook</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student does not clearly state the topic or partially states topic</li> <li>-Student supplies less than 3 facts about the topic, and makes an attempt at including definitions</li> <li>-Student is <b>rarely</b> on topic</li> <li>-Writing does not include an introduction</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Organization allows for clear understanding (uses headings, titles, subtitles, and captions.)</li> <li>-Individual sections are organized by the genre of the section</li> <li>-Includes an ending that reminds readers of the subject and may suggest action or leave a final thought or question</li> <li>-Writing includes various linking words and</li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 4 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Organization allows for clear understanding (uses headings, titles, subtitles, and captions.)</li> <li>-Student attempts organization within individual sections</li> <li>-Includes an ending that reminds readers of the subject and may suggest an action or leave a final thought</li> <li>-Writing includes linking words and phrases such as: <i>before, next, after, another,</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student attempts organization by using headings, titles, subtitles, and/or captions but may not use them all correctly</li> <li>-Includes an ending that only restates the subject matter</li> <li>-Writing includes some linking words and phrases to help readers understand how sections relate to each other</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to provide an introduction, supporting details, and a sense of closure</li> <li>-Student does not use headings, titles, subtitles, or captions</li> <li>-Writing does not include an ending</li> <li>-Writing includes some linking words and phrases.</li> </ul>

	comparative phrases as in level 3, but adding phrases such as: <i>consequently, because of this, as a result, a little later, afterwards, and the most important reason</i>	<i>also, and for example</i>		
<b>Conventions</b>	-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree <b>all</b> of the time -Regular and irregular parts of speech are used correctly <b>all</b> of the time	-Student has <b>few</b> errors (3-7) in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree <b>most</b> of the time -Regular and irregular parts of speech are used correctly <b>most</b> of the time	-Student has <b>some</b> (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree <b>some</b> of the time -Regular and irregular parts of speech are used correctly <b>some</b> of the time	-Student has <b>many</b> (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs <b>rarely</b> agree -Regular and irregular parts of speech <b>rarely</b> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message and teaches the reader. -Student explains expert vocabulary and key terms using text boxes, context, and/or parenthetical explanations -Student uses interesting comparison and/or figurative language as needed to clarify points and explain information -Writing includes detailed descriptive language and conveys a teaching tone -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary chosen to teach the reader -Student uses interesting comparison and/or figurative language to clarify an idea. -Student made choices of what was best to include or not include -Descriptive language and specific word choice are evident -Student uses varied sentence structure throughout piece	-Writing includes some variation in vocabulary but it may not all fit with writer's message and is not explained -Some descriptive language is used -Student may include unrelated information -Student uses some varied sentence structure	-Word choice is basic -No variety or descriptive language used -Vocabulary choices do not fit with topic or are not explained -Student writes only simple sentences or sentence fragments

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade S1 Self-Check Informational Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<input type="checkbox"/> I clearly stated my topic <input type="checkbox"/> I had more than 6 facts about my topic <input type="checkbox"/> I used definitions and details to develop my points <input type="checkbox"/> I stayed on topic for my <b>whole</b> piece <input type="checkbox"/> I included an introduction that tells my reader how the information will develop <input type="checkbox"/> I gave credit to my sources <input type="checkbox"/> <b>All</b> of my ideas we clearly written and easy to understand	<input type="checkbox"/> I stated my topic <input type="checkbox"/> I had 5 or more facts about my topic <input type="checkbox"/> I used definitions and details to develop most of my points <input type="checkbox"/> I have an introduction but need to include the subtopics <input type="checkbox"/> I stayed on topic for my <b>whole</b> of my piece <input type="checkbox"/> <b>Most</b> of my ideas we clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my topic more clearly <input type="checkbox"/> I need to provide more facts to support my topic <input type="checkbox"/> I need to provide definitions to support my topics <input type="checkbox"/> I need to check my sources <input type="checkbox"/> I need to add an introduction <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
<b>Organization</b>	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I have an ending that summarized my essay and leaves the reader with final thoughts or questions <input type="checkbox"/> I used headings, titles, subtitles, and captions in each section <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I have an ending that summarized my essay but need to add final thoughts or questions <input type="checkbox"/> I used headings, titles, subtitles, or captions <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to add more to my ending <input type="checkbox"/> I need to add organization to my writing <input type="checkbox"/> I need to use linking words in my writing
<b>Conventions</b>	<input type="checkbox"/> <b>All</b> of my capitalization is correct <input type="checkbox"/> <b>All</b> of my punctuation is correct <input type="checkbox"/> <b>All</b> of my spelling is correct <input type="checkbox"/> <b>All</b> of my subjects and verbs agree <input type="checkbox"/> <b>All</b> of my parts of speech were used correctly	<input type="checkbox"/> <b>Most</b> of my capitalization is correct <input type="checkbox"/> <b>Most</b> of my punctuation is correct <input type="checkbox"/> <b>Most</b> of my spelling is correct <input type="checkbox"/> <b>Most</b> of my subjects and verbs agree <input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
<b>Craft</b>	<input type="checkbox"/> I used <b>a lot</b> of interesting and engaging vocabulary <input type="checkbox"/> I used <b>a lot</b> of description in my writing <input type="checkbox"/> I used many comparisons or figurative language <input type="checkbox"/> I used specific text features to explain my writing <input type="checkbox"/> I used <b>various</b> types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary <input type="checkbox"/> I used <b>some</b> description in my writing <input type="checkbox"/> I used some comparisons or figurative language <input type="checkbox"/> I thought carefully about what to include and not include <input type="checkbox"/> I used <b>many</b> types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use comparison or figurative language <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 1 Narrative Writing Rubric

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences, and including actions, dialogue, thoughts and feelings.</li> <li>-Student took out unimportant parts.</li> <li>-Writing includes an opening that showed what is happening and where and begins to give clues to the problem a character will face later</li> <li>-Student worked to develop characters, setting, and plot to add to the heart of the story</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences, and including actions, dialogue, thoughts and feelings.</li> <li>-Writing includes an opening that shows what is happening and gets reader into the world of the story</li> <li>-Student took out unimportant parts.</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to describe real or imagined experiences or events with some description but may only give an overview of the action. Writing only includes action and dialogue but attempts to add some thoughts or feelings.</li> <li>-Writing included an opening that shows what is happening or where it takes place but not both</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to describe real or imagined experiences or events, but ideas are not completely formed. Student rarely uses dialogue.</li> <li>-Writing does not include an opening</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to clearly introduce narrator and/or characters, describe experiences and events in order in great detail, and provide a strong sense of closure based on the beginning and middle of the story</li> <li>-Writing is organized in a way that allows events to naturally unfold</li> <li>-Paragraphs are used to show a new character speaking</li> <li>-Writing includes various transitional words and phrases that mark time in a complicated way such as <i>meanwhile, at the same time,</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 4 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure based on the beginning and middle of the story</li> <li>-Writing is organized in a way that allows events to naturally unfold</li> <li>-Paragraphs are used to show a new character speaking</li> <li>-Writing includes transitional words and phrases especially those that mark time such as <i>just then, suddenly, or after a while.</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure</li> <li>-Writing may not separate parts or times of the story into paragraphs</li> <li>-Student attempts to show new character dialogue with new paragraphs</li> <li>-Writing includes some transitional words to mark time</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to describe a sequence of events, but may be lacking a sense of closure or ending does not fit with overall story</li> <li>-Writing is not separated into paragraphs based on timing or new character dialogue</li> <li>-Writing includes little to no transitional words</li> </ul>



	<i>early that morning, or three hours later</i>			
<b>Conventions</b>	-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree <b>all</b> of the time -Regular and irregular parts of speech are used correctly <b>all</b> of the time	-Student has <b>few</b> (3-7) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree <b>most</b> of the time -Regular and irregular parts of speech are used correctly <b>most</b> of the time	-Student has <b>some</b> (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree <b>some</b> of the time -Regular and irregular parts of speech are used correctly <b>some</b> of the time	-Student has <b>many</b> (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs <b>rarely</b> agree -Regular and irregular parts of speech <b>rarely</b> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message and shows character's thinking and responses to what happened -Student slowed down writing at the heart of the story and made less important parts shorter and more important parts longer as needed -Writing includes precise descriptive language and figurative language to bring story to life and convey emotion through phrases, dialogue, and thoughts -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary that supports writer's message and shows why characters acted based on their thinking -Student attempted to expand on some part of the story but may need to add additional details -Writing includes precise descriptive language and figurative language to bring story to life and convey emotion through phrases, dialogue, and thoughts -Student uses some varied sentence structure	-Writing includes some variation in vocabulary and attempts to show character thinking --Descriptive language is evident and attempts to convey emotion through phrases, dialogue, and thoughts. -Student writes mostly simple sentences but attempts some variety	-Word choice is basic -Minimal variety or descriptive language used -Character are not developed to show thinking -Student writes only simple sentences or sentence fragments

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Narrative Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<p>___ I wrote about a well-elaborated event or sequence of events in detail</p> <p>___ I wrote about how my character thinks, feels, and reacts</p> <p>___ I introduced my plot and setting and gave clues about the problem my character would face</p> <p>___ I stayed on topic for my <b>whole</b> piece and took out unimportant information</p> <p>___ <b>All</b> of my ideas we clearly written and easy to understand</p>	<p>___ I wrote about one event or sequence of events</p> <p>___ I wrote about how my character thinks and feels</p> <p>___ I introduced my plot and setting</p> <p>___ I stayed on topic for <b>most</b> of my piece and took out some unimportant information</p> <p>___ <b>Most</b> of my ideas we clearly written and easy to understand</p>	<p>___ I need to write about one event or sequence of events</p> <p>___ I need to stay on topic and take out parts that don't fit with my story</p> <p>___ I need to write about how my character thinks or feels</p> <p>___ I need an introduction</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
<b>Organization</b>	<p>___ I wrote at least 5 paragraphs</p> <p>___ <b>All</b> of my paragraphs were formatted correctly</p> <p>___ <b>All</b> of my paragraphs had at least 5 sentences</p> <p>___ My writing clearly introduced the narrator and/or characters and had a clear sense of closure</p> <p>___ I used a new paragraph each time a new character started talking</p> <p>___ I have a strong ending</p> <p>___ My events were in order and written in great detail</p> <p>___ I used <b>many</b> transitional words to show timing</p>	<p>___ I wrote at least 4 paragraphs</p> <p>___ <b>Most</b> of my paragraphs were formatted correctly</p> <p>___ <b>Most</b> of my paragraphs had at least 5 sentences</p> <p>___ My writing introduced the narrator and/or characters and had a sense of closure</p> <p>___ I have an ending</p> <p>___ I need to start a new paragraph each time a new character starts talking</p> <p>___ My events were in order</p> <p>___ I used <b>some</b> transitional words to show timing</p>	<p>___ I need to write at least 3 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to introduce my narrator and/or characters</p> <p>___ I need to write about my events in order</p> <p>___ I need an ending and sense of closure</p> <p>___ I need to use transitional words in my writing</p>
<b>Conventions</b>	<p>___ <b>All</b> of my capitalization is correct</p> <p>___ <b>All</b> of my punctuation is correct</p> <p>___ <b>All</b> of my spelling is correct</p> <p>___ <b>All</b> of my subjects and verbs agree</p>	<p>___ <b>Most</b> of my capitalization is correct</p> <p>___ <b>Most</b> of my punctuation is correct</p> <p>___ <b>Most</b> of my spelling is correct</p> <p>___ <b>Most</b> of my subjects and verbs agree</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p>

	___ <b>All</b> of my parts of speech were used correctly	___ <b>Most</b> of my parts of speech were used correctly	___ I need to use my parts of speech correctly
<b>Craft</b>	<p>___ I used <b>a lot</b> of interesting and engaging vocabulary to show character thoughts and emotions</p> <p>___ I used <b>a lot</b> of description in my writing</p> <p>___ I used figurative language (simile, metaphor, personification) in my writing</p> <p>___ I added more detail to important parts and moved quickly through less important parts</p> <p>___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used <b>some</b> interesting and engaging vocabulary and tried to show character thoughts and emotions</p> <p>___ I used <b>some</b> description in my writing</p> <p>___ I used a little bit of figurative language (simile, metaphor, personification) in my writing</p> <p>___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing and show how a character thinks or feels</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I need to add figurative language (simile, metaphor, personification) in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 1 Opinion Writing Rubric

ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state opinion, supply more than 6 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Student used a variety of reasons and put them in order to make sense. Writer discussed why the evidence went with the claim</li> <li>-Student includes a few sentences to hook the reader and to care about the topic with a question, explaining why the topic mattered, telling a surprising fact, or giving background information</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes at least 6 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Writer attempts to discuss why evidence goes with the claim</li> <li>-Student includes a few sentences to hook the reader with a question, explaining why the topic mattered, telling a surprising fact, or giving background information. Hook attempts to make the reader care about the claim</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes 5 or more reasons to support the opinion</li> <li>-Student writes 1-2 sentences to hook the reader with a question or surprising fact</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to state an opinion and includes less than 5 reasons to support the opinion</li> <li>-Student does not include any hook or it is underdeveloped</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates and reflects on claim, possibly suggesting an action based on reasons. Conclusion relates back to main points of the text, not just final paragraph</li> <li>-Writing includes various transitional words and phrases to help reader follow writer's thinking such as <i>the most important reason, consequently, specifically</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 4 paragraphs with 5 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Students includes an ending that restates and reflects on claim and possibly suggests an action based on reasons</li> <li>-Writing includes transitional words and phrases such as <i>for example, for instance, and in addition to</i> and includes some phrases to explain thinking such as <i>consequently</i> and <i>specifically</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Student attempts to include an organizational structure</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates claim and may include some reasoning or action</li> <li>-Writing includes some transitional words such as <i>for example, for instance, and in addition to</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Student makes little to no attempt at including an organizational structure</li> <li>-Paragraphs attempt to provide an introduction, supporting details, and a sense of closure</li> <li>-Student does not restate claim at the end</li> <li>-Writing includes little to no transition words</li> </ul>

<b>Conventions</b>	<ul style="list-style-type: none"> <li>-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling.</li> <li>-Subjects and verbs agree <b>all</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly <b>all</b> of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>few (3-8)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message</li> <li>-Subjects and verbs agree <b>most</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly <b>most</b> of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>some (8-15)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message.</li> <li>-Subjects and verbs agree <b>some</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly <b>some</b> of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>many</b> (less than 15) errors that prevent the reader from understanding the writer's message</li> <li>-Subjects and verbs <b>rarely</b> agree</li> <li>-Regular and irregular parts of speech <b>rarely</b> used correctly</li> </ul>
<b>Craft</b>	<ul style="list-style-type: none"> <li>-Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view. Writer used scholarly voice and varied pace as needed</li> <li>-Writing includes precise descriptive language and facts to sway reader's opinion using comparison and/or images to keep reader engaged</li> <li>-Student uses varied sentence structure throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>- Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view. Writer attempts a scholarly voice and/or varied pace when needed</li> <li>-Precise descriptive language is evident and attempts to sway reader's opinion</li> <li>-Student uses some varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>-Writing includes some variation in vocabulary</li> <li>-Some descriptive language is used but mainly states facts and makes some attempt to engage reader's attention</li> <li>-Student writes mostly simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Word choice is basic</li> <li>-No variety or descriptive language used</li> <li>-Student does not engage reader or is ineffective</li> <li>-Student writes only simple sentences or sentence fragments</li> </ul>

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 1 Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<p><input type="checkbox"/> I clearly stated my opinion</p> <p><input type="checkbox"/> I had 6 or more reasons to support my opinion</p> <p><input type="checkbox"/> I included a hook using a question, interesting fact, background information, or reasons why my topic matters to make my reader care about the topic</p> <p><input type="checkbox"/> I stayed on topic for my <b>whole</b> piece</p> <p><input type="checkbox"/> <b>All</b> of my ideas were clearly written and easy to understand</p>	<p><input type="checkbox"/> I clearly stated my opinion</p> <p><input type="checkbox"/> I had at least 6 reasons to support my opinion</p> <p><input type="checkbox"/> I included a hook but need to develop it more to engage my reader</p> <p><input type="checkbox"/> I stayed on topic for <b>most</b> of my piece</p> <p><input type="checkbox"/> <b>Most</b> of my ideas were clearly written and easy to understand</p>	<p><input type="checkbox"/> I need to work on stating my opinion more clearly</p> <p><input type="checkbox"/> I need to provide more reasons to support my opinion</p> <p><input type="checkbox"/> I need to add a hook</p> <p><input type="checkbox"/> I need to stay on topic</p> <p><input type="checkbox"/> I need to write my ideas more clearly so that they can be understood</p>
<b>Organization</b>	<p><input type="checkbox"/> I wrote at least 5 paragraphs</p> <p><input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly</p> <p><input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences</p> <p><input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph</p> <p><input type="checkbox"/> My ending restates and reflects on my opinion. I might add an action the reader can take</p> <p><input type="checkbox"/> I used multiple linking words in my writing</p>	<p><input type="checkbox"/> I wrote at least 3 paragraphs</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion</p> <p><input type="checkbox"/> I restated my opinion and reflected on my reasons.</p> <p><input type="checkbox"/> I used linking words in my writing</p>	<p><input type="checkbox"/> I need to write at least 3 paragraphs</p> <p><input type="checkbox"/> I need to format my paragraphs correctly</p> <p><input type="checkbox"/> I need to write at least 5 sentences in my paragraphs</p> <p><input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs</p> <p><input type="checkbox"/> I need to restate my opinion in the ending</p> <p><input type="checkbox"/> I need to use linking words in my writing</p>
<b>Conventions</b>	<p><input type="checkbox"/> <b>All</b> of my capitalization is correct</p> <p><input type="checkbox"/> <b>All</b> of my punctuation is correct</p> <p><input type="checkbox"/> <b>All</b> of my spelling is correct</p> <p><input type="checkbox"/> <b>All</b> of my subjects and verbs agree</p> <p><input type="checkbox"/> <b>All</b> of my parts of speech were used correctly</p>	<p><input type="checkbox"/> <b>Most</b> of my capitalization is correct</p> <p><input type="checkbox"/> <b>Most</b> of my punctuation is correct</p> <p><input type="checkbox"/> <b>Most</b> of my spelling is correct</p> <p><input type="checkbox"/> <b>Most</b> of my subjects and verbs agree</p> <p><input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly</p>	<p><input type="checkbox"/> I need to correct my capitalization</p> <p><input type="checkbox"/> I need to correct my punctuation</p> <p><input type="checkbox"/> I need to correct my spelling</p> <p><input type="checkbox"/> I need to correct my subject-verb agreement</p> <p><input type="checkbox"/> I need to use my parts of speech correctly</p>
<b>Craft</b>	<p><input type="checkbox"/> I used <b>a lot</b> of interesting and engaging</p>	<p><input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary</p>	<p><input type="checkbox"/> I need to include more interesting and engaging</p>

	<p>vocabulary</p> <p>___ I used <b>a lot</b> of description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed. I used specific words to sway my reader</p> <p>___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used <b>some</b> description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed</p> <p>___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I did not engage my reader because I only stated facts</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Market Day Reflection Writing Rubric

ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses(e.g., consequently,specifically).
- d. Provide a concluding statement or section related to the opinion presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state opinion, supply more than 3 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Student used a variety of reasons and put them in order to make sense. Writer discussed why the evidence went with the claim</li> <li>-Student includes a few sentences to hook the reader and to care about the topic with a question, explaining why the topic mattered, telling a surprising fact, or giving background information</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes at least 3 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Writer attempts to discuss why evidence goes with the claim</li> <li>-Student includes a few sentences to hook the reader with a question, explaining why the topic mattered, telling a surprising fact, or giving background information. Hook attempts to make the reader care about the claim</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes 2 reasons to support the opinion</li> <li>-Student writes 1-2 sentences to hook the reader with a question or surprising fact</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to state an opinion and includes less than 2 reasons to support the opinion</li> <li>-Student does not include any hook or it is underdeveloped</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 4 paragraphs with 5 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates and reflects on claim, possibly suggesting an action based on reasons. Conclusion relates back to main points of the text, not just final paragraph</li> <li>-Writing includes various transitional words and phrases to help reader follow writer's thinking such as <i>the most important reason, consequently, specifically</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 3 paragraphs with 4 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Students includes an ending that restates and reflects on claim and possibly suggests an action based on reasons</li> <li>-Writing includes transitional words and phrases such as <i>for example, for instance, and in addition to</i> and includes some phrases to explain thinking such as <i>consequently</i> and <i>specifically</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 4 sentences</li> <li>-Student attempts to include an organizational structure</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates claim and may include some reasoning or action</li> <li>-Writing includes some transitional words such as <i>for example, for instance, and in addition to</i></li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 4-5 sentences</li> <li>-Student makes little to no attempt at including an organizational structure</li> <li>-Paragraphs attempt to provide an introduction, supporting details, and a sense of closure</li> <li>-Student does not restate claim at the end</li> <li>-Writing includes little to no transition words</li> </ul>



<b>Conventions</b>	<ul style="list-style-type: none"> <li>-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling.</li> <li>-Subjects and verbs agree <b>all</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly <b>all</b> of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>few (3-8)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message</li> <li>-Subjects and verbs agree <b>most</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly <b>most</b> of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>some (8-15)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message.</li> <li>-Subjects and verbs agree <b>some</b> of the time</li> <li>-Regular and irregular parts of speech are used correctly <b>some</b> of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Student has <b>many</b> (less than 15) errors that prevent the reader from understanding the writer's message</li> <li>-Subjects and verbs <b>rarely</b> agree</li> <li>-Regular and irregular parts of speech <b>rarely</b> used correctly</li> </ul>
<b>Craft</b>	<ul style="list-style-type: none"> <li>-Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view. Writer used scholarly voice and varied pace as needed</li> <li>-Writing includes precise descriptive language and facts to sway reader's opinion using comparison and/or images to keep reader engaged</li> <li>-Student uses varied sentence structure throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>- Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view. Writer attempts a scholarly voice and/or varied pace when needed</li> <li>-Precise descriptive language is evident and attempts to sway reader's opinion</li> <li>-Student uses some varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>-Writing includes some variation in vocabulary</li> <li>-Some descriptive language is used but mainly states facts and makes some attempt to engage reader's attention</li> <li>-Student writes mostly simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Word choice is basic</li> <li>-No variety or descriptive language used</li> <li>-Student does not engage reader or is ineffective</li> <li>-Student writes only simple sentences or sentence fragments</li> </ul>

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels a score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 1 Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had 6 or more reasons to support my opinion <input type="checkbox"/> I included a hook using a question, interesting fact, background information, or reasons why my topic matters to make my reader care about the topic <input type="checkbox"/> I stayed on topic for my <b>whole</b> piece <input type="checkbox"/> <b>All</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had at least 6 reasons to support my opinion <input type="checkbox"/> I included a hook but need to develop it more to engage my reader <input type="checkbox"/> I stayed on topic for <b>most</b> of my piece <input type="checkbox"/> <b>Most</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my opinion more clearly <input type="checkbox"/> I need to provide more reasons to support my opinion <input type="checkbox"/> I need to add a hook <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
<b>Organization</b>	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> My ending restates and reflects on my opinion. I might add an action the reader can take <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I restated my opinion and reflected on my reasons. <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to restate my opinion in the ending <input type="checkbox"/> I need to use linking words in my writing
<b>Conventions</b>	<input type="checkbox"/> <b>All</b> of my capitalization is correct <input type="checkbox"/> <b>All</b> of my punctuation is correct <input type="checkbox"/> <b>All</b> of my spelling is correct <input type="checkbox"/> <b>All</b> of my subjects and verbs agree <input type="checkbox"/> <b>All</b> of my parts of speech were used correctly	<input type="checkbox"/> <b>Most</b> of my capitalization is correct <input type="checkbox"/> <b>Most</b> of my punctuation is correct <input type="checkbox"/> <b>Most</b> of my spelling is correct <input type="checkbox"/> <b>Most</b> of my subjects and verbs agree <input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
<b>Craft</b>	<input type="checkbox"/> I used <b>a lot</b> of interesting and engaging	<input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary	<input type="checkbox"/> I need to include more interesting and engaging

	<p>vocabulary</p> <p>___ I used <b>a lot</b> of description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed. I used specific words to sway my reader</p> <p>___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used <b>some</b> description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed</p> <p>___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I did not engage my reader because I only stated facts</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 2 Narrative Writing Rubric

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences, and including actions, dialogue, internal thoughts and feelings.</li> <li>-Story has tension, resolution, and realistic characters to explain an idea, lesson, or theme</li> <li>-Student took out unimportant parts.</li> <li>-Writing includes an opening that showed what is happening and where and begins to give clues to the problem a character will face later</li> <li>-Student worked to develop characters, setting, and plot to add to the heart of the story</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to develop real or imagined experiences or events explaining bit by bit, using clear event sequences, and including actions, dialogue, thoughts and feelings.</li> <li>-Writing includes an opening that showed what is happening and where and begins to give clues to the problem a character will face later</li> <li>-Student took out unimportant parts and worked to develop characters, setting, and plot to add to the heart of the story</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to describe real or imagined experiences or events with some description but may only give an overview of the action.</li> <li>-Writing includes action and dialogue and a few attempts to add some thoughts and/or feelings.</li> <li>-Writing included an opening that shows what is happening and where it takes place</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to describe real or imagined experiences or events, but ideas are not completely formed.</li> <li>-Student rarely uses dialogue.</li> <li>-Writing does not include an opening</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 6 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to clearly introduce narrator and/or characters, describe experiences and events in order in great detail, and provide a strong sense of closure based on what the theme. May show a new realization or change in character</li> <li>-Writing is organized in a way that allows events to naturally unfold or show time, setting changes, or create suspense</li> <li>-Paragraphs are used to show a new character</li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure based on the beginning and middle of the story. Character may realize something from what happened previously</li> <li>-Writing is organized in a way that allows events to naturally unfold and separate different parts of the story</li> <li>-Paragraphs are used to show a new character</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 4 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure</li> <li>-Writing attempts to separate parts or times of the story into paragraphs</li> <li>-Paragraphs are used to show a new character speaking</li> <li>-Writing includes some transitional words to mark</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to describe a sequence of events, but may be lacking a sense of closure or ending does not fit with overall story</li> <li>-Writing is not separated into paragraphs based on timing or new character dialogue</li> <li>-Writing includes little to no transitional words</li> </ul>

	speaking -Writing includes various transitional words and phrases that mark time and changes in setting, tone, or mood such as <i>unlike before, if only she had known, upon realization, in an instant</i>	speaking -Writing includes various transitional words and phrases that mark time in a complicated way such as <i>meanwhile, at the same time, early that morning, or three hours later</i>	time such as <i>suddenly, just then, after a while, or a little later</i>	
<b>Conventions</b>	-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree <b>all</b> of the time -Regular and irregular parts of speech are used correctly <b>all</b> of the time	-Student has <b>few</b> (3-7) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree <b>most</b> of the time -Regular and irregular parts of speech are used correctly <b>most</b> of the time	-Student has <b>some</b> (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree <b>some</b> of the time -Regular and irregular parts of speech are used correctly <b>some</b> of the time	-Student has <b>many</b> (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs <b>rarely</b> agree -Regular and irregular parts of speech <b>rarely</b> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message and shows relationships between characters that explain why they act as they do. Both internal story (thought) and external story (dialogue) are told -Language choices fit the story meaning (ex: different character might use different types of word choices or language) -Student slowed down writing at the heart of the story and made less important parts shorter and more important parts longer as needed -Writing includes precise descriptive language and figurative language to bring story and setting to life and convey emotion through phrases, dialogue, and thoughts -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary that supports writer's message and shows character's thinking and responses to what happened -Student slowed down writing at the heart of the story and made less important parts shorter and more important parts longer as needed -Writing includes precise descriptive language and figurative language to bring story to life and convey emotion through phrases, dialogue, and thoughts -Student uses varied sentence structure throughout writing	-Writing includes some variation in vocabulary and attempts to show character thinking -Writer make some parts of the story go quickly and other slowly -Descriptive and figurative language is evident and attempts to convey emotion through phrases, dialogue, and thoughts. -Student writes mostly simple sentences but attempts some variety	-Word choice is basic -Minimal variety or descriptive language used -Characters only show minimal thinking -Student writes only simple sentences or sentence fragments

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_

Organization \_\_\_\_\_

Conventions \_\_\_\_\_

Craft (x2) \_\_\_\_\_

**Total Points** \_\_\_\_\_

**Scaled Score** \_\_\_\_\_

**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Narrative Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<p>___ I wrote about a well-elaborated event or sequence of events in detail</p> <p>___ I wrote about how my character thinks, feels, reacts, and the lesson they learn</p> <p>___ I introduced my plot and setting and gave clues about the problem my character would face and the lesson they would learn</p> <p>___ I stayed on topic for my <b>whole</b> piece and took out unimportant information</p> <p>___ <b>All</b> of my ideas were clearly written and easy to understand</p>	<p>___ I wrote about one event or sequence of events</p> <p>___ I wrote about how my character thinks, feels, and reacts</p> <p>___ I introduced my plot and setting and gave clues about the problem my character would face</p> <p>___ I stayed on topic for <b>most</b> of my piece and took out some unimportant information</p> <p>___ <b>Most</b> of my ideas were clearly written and easy to understand</p>	<p>___ I need to write about one event or sequence of events</p> <p>___ I need to stay on topic and take out parts that don't fit with my story</p> <p>___ I need to write about how my character thinks or feels</p> <p>___ I need an introduction or I need to add more details</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
<b>Organization</b>	<p>___ I wrote at least 6 paragraphs</p> <p>___ <b>All</b> of my paragraphs were formatted correctly</p> <p>___ <b>All</b> of my paragraphs had at least 5 sentences</p> <p>___ My writing clearly introduced the narrator and/or characters and had a clear sense of closure</p> <p>___ I used a new paragraph each time a new character started talking and when there was a new setting or time</p> <p>___ I have a strong ending that shows my character's thinking</p> <p>___ My events were in order and written in great detail to show suspense and response of characters</p> <p>___ I used <b>many</b> transitional words to show timing</p>	<p>___ I wrote at least 5 paragraphs</p> <p>___ <b>Most</b> of my paragraphs were formatted correctly</p> <p>___ <b>Most</b> of my paragraphs had at least 5 sentences</p> <p>___ My writing introduced the narrator and/or characters and had a sense of closure</p> <p>___ I have an ending but need to add more details to connect to the main part of the story</p> <p>___ I need to start a new paragraph each time a new character starts talking</p> <p>___ My events were in order and some are developed more than others to change the pace of the story</p> <p>___ I used <b>some</b> transitional words to show timing</p>	<p>___ I need to write at least 4 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to introduce my narrator and/or characters</p> <p>___ I need to write about my events in order</p> <p>___ I need an ending and sense of closure</p> <p>___ I need to use transitional words in my writing</p>

<p><b>Conventions</b></p>	<p>___ <b>All</b> of my capitalization is correct          ___ <b>All</b> of my punctuation is correct          ___ <b>All</b> of my spelling is correct          ___ <b>All</b> of my subjects and verbs agree          ___ <b>All</b> of my parts of speech were used correctly</p>	<p>___ <b>Most</b> of my capitalization is correct          ___ <b>Most</b> of my punctuation is correct          ___ <b>Most</b> of my spelling is correct          ___ <b>Most</b> of my subjects and verbs agree          ___ <b>Most</b> of my parts of speech were used correctly</p>	<p>___ I need to correct my capitalization          ___ I need to correct my punctuation          ___ I need to correct my spelling          ___ I need to correct my subject-verb agreement          ___ I need to use my parts of speech correctly</p>
<p><b>Craft</b></p>	<p>___ I used <b>a lot</b> of interesting and engaging vocabulary to show character thoughts and emotions          ___ I used <b>a lot</b> of description in my writing to show how character think and act and why they do the things they do          ___ I used figurative language (simile, metaphor, personification) in my writing to make my reader feel like they were in the story          ___ I added more detail to important parts and moved quickly through less important parts          ___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used <b>some</b> interesting and engaging vocabulary and tried to show character thoughts and emotions          ___ I used <b>some</b> description in my writing to show how my characters think, act, and respond to what happens          ___ I added more detail to important parts and moved quickly through less important parts          ___ I used a little bit of figurative language (simile, metaphor, personification) in my writing          ___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing and show how a character thinks or feels          ___ I need to use more descriptive language in my writing          ___ I need to add figurative language (simile, metaphor, personification) in my writing          ___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 2 Informational/Explanatory Writing Rubric

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses(e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state topic, supply more than 6 facts about the topic, and includes definitions, quotations, arguments, stories and details to develop and elaborate on points. Student referred back to earlier parts, summarized, and/or raised questions as needed</li> <li>-Student used only trusted sources and gave credit when appropriate</li> <li>-Student let reader know when facts were used and when student offered own thinking</li> <li>-Student hooked the reader and let them know the subtopics and/or sequence</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state topic, supply at least 6 facts about the topic, and includes definitions, quotations, and details to develop and elaborate on points. Mini-essays, stories, or how-to were included as needed</li> <li>-Student only used trusted sources and may have given credit</li> <li>-Student let reader know when facts were used and when student offered own thinking</li> <li>-Student hooked the reader and let them know the sequence of what would be taught</li> <li>-Student stays on topic for the <b>entire</b> piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state topic, supply 3-5 or more facts about the topic, and include definitions and/or quotations to develop points. Writing included at least 2 subtopics to separate sections</li> <li>-Student may have used more personal knowledge than trusted sources</li> <li>-Student</li> <li>-Student had an introductory sentence or hook to introduce topic but did not include subtopics</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student does not clearly state the topic or partially states topic</li> <li>-Student supplies less than 3 facts about the topic, and makes an attempt at including definitions or does not include any subtopics</li> <li>-Student is <b>rarely</b> on topic</li> <li>-Writing does not include an introduction or the introduction does not fit with the topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at more than 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Writing is organized into clear subheadings and uses transitions to separate sections. Structures such as compare and contrast, categories, or claim and support are used to organize</li> <li>-Individual sections are organized by the genre of the section</li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Organization allows for clear understanding (uses headings, titles, subtitles, and captions.) Each section is organized with transitions between each</li> <li>-Student attempts organization within individual sections</li> <li>-Includes in ending that</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student attempts organization by using headings, titles, subtitles, and/or captions but may not use them all correctly</li> <li>-Includes an ending that restates the subject matter and includes some thoughts,</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Paragraphs attempt to provide an introduction, supporting details, and a sense of closure</li> <li>-Student does not use headings, titles, subtitles, or captions</li> <li>-Writing does not include an ending or ending does not fit with overall essay</li> <li>-Writing includes some linking words and phrases but they are</li> </ul>



	-Includes an ending that reminds readers of the subject and may suggest action or leave a final thought or question for the reader to consider -Writing includes various linking words and comparative phrases as in level 3, but adding phrases such as: <i>for instance, such as, similarly, therefore, as a result, in contrast to, and on the other hand</i>	reminds readers of the subject and may suggest an action or leave a final thought -Writing includes various linking words and comparative phrases such as: <i>consequently, because of this, as a result, a little later, afterwards, and the most important reason</i>	feelings, or questions about the topic -Writing includes some linking words and phrases to help readers understand how sections relate to each other such as: <i>before, next, after, another, also, and for example</i>	basic or used incorrectly
<b>Conventions</b>	-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree <b>all</b> of the time -Regular and irregular parts of speech are used correctly <b>all</b> of the time	-Student has <b>few</b> errors (3-7) in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree <b>most</b> of the time -Regular and irregular parts of speech are used correctly <b>most</b> of the time	-Student has <b>some</b> (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree <b>some</b> of the time -Regular and irregular parts of speech are used correctly <b>some</b> of the time	-Student has <b>many</b> (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs <b>rarely</b> agree -Regular and irregular parts of speech <b>rarely</b> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message and teaches the reader. -Student explains expert vocabulary and key terms using text boxes, context, and/or parenthetical explanations -Student uses interesting comparison and/or figurative language as needed to clarify points and explain information -Writing includes detailed descriptive language and conveys a teaching tone -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging expert vocabulary chosen to teach the reader -Student uses interesting comparison and/or figurative language to clarify an idea. -Student made choices of what was best to include or not include -Descriptive language and specific word choice are evident -Student uses varied sentence structure throughout piece	-Writing includes some variation in vocabulary and emphasized some words or phrases. -Some descriptive language and comparisons are used -Student made specific choices about what to include and leave out but may still include unrelated information -Student uses some varied sentence structure	-Word choice is basic -Little variety or descriptive language used -Vocabulary choices do not fit with topic or are not explained -Student writes mainly simple sentences or sentence fragments

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Fifth Grade S2 Self-Check Informational Writing Rubric**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Ideas</b>	<input type="checkbox"/> I clearly stated my topic <input type="checkbox"/> I had more than 6 facts about my topic <input type="checkbox"/> I used definitions and details to develop my points <input type="checkbox"/> I stayed on topic for my <b>whole</b> piece <input type="checkbox"/> I included an introduction that tells my reader how the information and subtopics will develop <input type="checkbox"/> I gave credit to my sources <input type="checkbox"/> <b>All</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I stated my topic <input type="checkbox"/> I had 6 or more facts about my topic <input type="checkbox"/> I used definitions and details to develop most of my points <input type="checkbox"/> I have an introduction but need to include how the subtopics will develop <input type="checkbox"/> I stayed on topic for my <b>whole</b> of my piece <input type="checkbox"/> <b>Most</b> of my ideas were clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my topic more clearly <input type="checkbox"/> I need to provide more facts to support my topic <input type="checkbox"/> I need to provide definitions to support my topics <input type="checkbox"/> I need to check my sources <input type="checkbox"/> I need to add more to my introduction and include subtopics <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
<b>Organization</b>	<input type="checkbox"/> I wrote more than 5 paragraphs <input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I have an ending that sums up my writing and leaves the reader with a final thought or question <input type="checkbox"/> I used headings, titles, subtitles, and captions in each section <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly <input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences <input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used headings, titles, subtitles, or captions <input type="checkbox"/> I have an ending that summarized my writing but need to add a final thought or question <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to add organization to my writing <input type="checkbox"/> I have need to add more to my ending <input type="checkbox"/> I need to use more linking words in my writing
<b>Conventions</b>	<input type="checkbox"/> <b>All</b> of my capitalization is correct <input type="checkbox"/> <b>All</b> of my punctuation is correct <input type="checkbox"/> <b>All</b> of my spelling is correct <input type="checkbox"/> <b>All</b> of my subjects and verbs agree <input type="checkbox"/> <b>All</b> of my parts of speech were used correctly	<input type="checkbox"/> <b>Most</b> of my capitalization is correct <input type="checkbox"/> <b>Most</b> of my punctuation is correct <input type="checkbox"/> <b>Most</b> of my spelling is correct <input type="checkbox"/> <b>Most</b> of my subjects and verbs agree <input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
<b>Craft</b>	<input type="checkbox"/> I used <b>a lot</b> of interesting and engaging vocabulary <input type="checkbox"/> I used <b>a lot</b> of description in my writing <input type="checkbox"/> I used many comparisons and/or figurative language <input type="checkbox"/> I used specific text features to explain my writing <input type="checkbox"/> I used <b>various</b> types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used <b>some</b> interesting and engaging vocabulary <input type="checkbox"/> I used <b>some</b> description in my writing <input type="checkbox"/> I used some comparisons or figurative language <input type="checkbox"/> I thought carefully about what to include and not include <input type="checkbox"/> I used <b>many</b> types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use comparison or figurative language <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 2 Opinion Writing Rubric

ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses(e.g., consequently,specifically).
- Provide a concluding statement or section related to the opinion presented.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Expectations Not Met (1)</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state opinion, supply more than 6 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Student used a variety of reasons and put them in order to make sense. Writer discussed why the evidence went with the claim and highlighted, summarized, and referred to other parts of the text as needed</li> <li>-Student used trusted sources and gave credit to sources</li> <li>-Student includes a few sentences to hook the reader and to care about the topic with a question, explaining why the topic mattered, telling a surprising fact, or giving background information</li> <li>-Writer told how text would unfold to support claim</li> <li>-Student stays on topic throughout <b>entire</b> piece</li> <li>-<b>All</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes at least 6 facts/reason about the topic, and includes definitions and details to develop and elaborate on points to support opinion</li> <li>-Student used a variety of reasons and put them in order to make sense. Writer discussed why the evidence went with the claim</li> <li>-Student includes a few sentences to hook the reader and make them care about the topic with a question, explaining why the topic mattered, telling a surprising fact, or giving background information</li> <li>-Student stays on topic for <b>most</b> of the piece</li> <li>-<b>Most</b> of the student's ideas are clearly written and easily understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student uses writing to clearly state an opinion and includes 5 or more reasons to support the opinion</li> <li>-Student writes 1-2 sentences to hook the reader with a question or surprising fact</li> <li>-Student stays on topic for <b>some</b> of the piece</li> <li>-<b>Some</b> of the student's ideas are clearly written and understood</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to use writing to state an opinion and includes less than 5 reasons to support the opinion</li> <li>-Student does not include any hook or it is underdeveloped</li> <li>-Student is <b>rarely</b> on topic</li> <li>-The student's ideas are poorly formed or <b>not</b> clearly understood</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>-Student writes at least 6 paragraphs with 5 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons and puts them in order to lead from one claim to another</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates and reflects on claim, possibly suggesting an action based on reasons. Conclusion relates back to</li> </ul>	<ul style="list-style-type: none"> <li>-Student writes at least 5 paragraphs with 5 or more sentences per paragraph</li> <li>-Student includes an organizational structure that lists the reasons and puts them in an order that makes sense and proves claim</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Students includes an ending that restates and reflects on claim and possibly suggests an action based on reasons</li> <li>-Writing includes various</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 4 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Student attempts to include an organizational structure to prove claim</li> <li>-Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph</li> <li>-Student includes an ending that restates claim and may include some reasoning or action</li> <li>-Writing includes some</li> </ul>	<ul style="list-style-type: none"> <li>-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences</li> <li>-Student makes little to no attempt at including an organizational structure</li> <li>-Paragraphs attempt to provide an introduction, supporting details, and a sense of closure</li> <li>-Student does not restate claim at the end</li> <li>-Writing includes little to no transition words</li> </ul>

	main points of the text, not just final paragraph and strengthens overall argument -Writing includes various transitional words to connect claims, add information, or show result or contrasts. For example: <i>for instance, in addition, one reason, according to, this evidence suggests</i>	transitional words and phrases to help reader follow writer's thinking such as <i>the most important reason, consequently, specifically</i>	transitional words such as <i>for example, for instance, and in addition to</i>	
<b>Conventions</b>	-Student has <b>minimal</b> (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree <b>all</b> of the time -Regular and irregular parts of speech are used correctly <b>all</b> of the time	-Student has <b>few (3-8)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree <b>most</b> of the time -Regular and irregular parts of speech are used correctly <b>most</b> of the time	-Student has <b>some (8-15)</b> errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree <b>some</b> of the time -Regular and irregular parts of speech are used correctly <b>some</b> of the time	-Student has <b>many</b> (less than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs <b>rarely</b> agree -Regular and irregular parts of speech <b>rarely</b> used correctly
<b>Craft</b>	-Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view. Writer used scholarly voice and varied pace as needed -Writing includes precise descriptive language and facts to sway reader's opinion using comparison and/or images to keep reader engaged -Writer explained terms, definitions, and context as needed -Student uses varied sentence structure throughout writing	- Writing includes interesting and engaging vocabulary that supports writer's message possibly emphasizing or repeating words to make readers empathize with point of view. Writer used a scholarly voice and/or varied pace when needed -Precise descriptive language is evident and attempts to sway reader's opinion using metaphor, images, and precise phrases -Student uses some varied sentence structure	-Writing includes some variation in vocabulary and attempts to emphasize ideas by repeating words or phrases -Some descriptive and figurative language is used but mainly states facts and makes some attempt to engage reader's attention -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student does not engage reader or is ineffective -Student writes only simple sentences or sentence fragments

**Scoring:** Circle the descriptor that best matches student work. For work that is between two levels at score of 1.5, 2.5, or 3.5 can be scored. Categories of Ideas and Craft are double point value (eg: 2=4, 3=6, 4=8).

Ideas (x2) \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Conventions \_\_\_\_\_  
 Craft (x2) \_\_\_\_\_  
  
**Total Points** \_\_\_\_\_  
**Scaled Score** \_\_\_\_\_  
**Grade** \_\_\_\_\_

Total Points	Scaled Score	Grade
1-6	1	50%
7-11	1.5	65%
12-14	2	70-75%
15-17	2.5	75-80%
18-20	3	80-85%
21-23	3.5	90-95%
23-24	4	97-100%

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fifth Grade Semester 2 Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Ideas</b>	<p><input type="checkbox"/> I clearly stated my opinion</p> <p><input type="checkbox"/> I had 6 or more reasons to support my opinion</p> <p><input type="checkbox"/> I included a hook using a question, interesting fact, background information, or reasons why my topic matters to make my reader care about the topic</p> <p><input type="checkbox"/> I cited my sources</p> <p><input type="checkbox"/> I stayed on topic for my <b>whole</b> piece</p> <p><input type="checkbox"/> <b>All</b> of my ideas we clearly written and easy to understand</p>	<p><input type="checkbox"/> I clearly stated my opinion</p> <p><input type="checkbox"/> I had at least 6 reasons to support my opinion</p> <p><input type="checkbox"/> I included a hook to make my reader care about the topic but need to develop it more to engage my reader</p> <p><input type="checkbox"/> I stayed on topic for <b>most</b> of my piece</p> <p><input type="checkbox"/> <b>Most</b> of my ideas we clearly written and easy to understand</p>	<p><input type="checkbox"/> I need to work on stating my opinion more clearly</p> <p><input type="checkbox"/> I need to provide more reasons to support my opinion</p> <p><input type="checkbox"/> I need to add a hook</p> <p><input type="checkbox"/> I need to stay on topic</p> <p><input type="checkbox"/> I need to write my ideas more clearly so that they can be understood</p>
<b>Organization</b>	<p><input type="checkbox"/> I wrote at least 6 paragraphs</p> <p><input type="checkbox"/> <b>All</b> of my paragraphs were formatted correctly</p> <p><input type="checkbox"/> <b>All</b> of my paragraphs had at least 5 sentences</p> <p><input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph</p> <p><input type="checkbox"/> My ending restates and reflects on my opinion. I might add an action the reader can take. It strengthens my argument</p> <p><input type="checkbox"/> I used multiple transitional words in my writing</p>	<p><input type="checkbox"/> I wrote at least 5 paragraphs</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs were formatted correctly</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs had at least 5 sentences</p> <p><input type="checkbox"/> <b>Most</b> of my paragraphs had an introduction, supporting details, and a conclusion</p> <p><input type="checkbox"/> I restated my opinion and reflected on my reasons. I might add action the reader can take</p> <p><input type="checkbox"/> I used transitional words in my writing</p>	<p><input type="checkbox"/> I need to write at least 3 paragraphs</p> <p><input type="checkbox"/> I need to format my paragraphs correctly</p> <p><input type="checkbox"/> I need to write at least 5 sentences in my paragraphs</p> <p><input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs</p> <p><input type="checkbox"/> I need to restate my opinion in the ending</p> <p><input type="checkbox"/> I need to use transitional words in my writing</p>
<b>Conventions</b>	<p><input type="checkbox"/> <b>All</b> of my capitalization is correct</p> <p><input type="checkbox"/> <b>All</b> of my punctuation is correct</p> <p><input type="checkbox"/> <b>All</b> of my spelling is correct</p> <p><input type="checkbox"/> <b>All</b> of my subjects and verbs agree</p> <p><input type="checkbox"/> <b>All</b> of my parts of speech were used correctly</p>	<p><input type="checkbox"/> <b>Most</b> of my capitalization is correct</p> <p><input type="checkbox"/> <b>Most</b> of my punctuation is correct</p> <p><input type="checkbox"/> <b>Most</b> of my spelling is correct</p> <p><input type="checkbox"/> <b>Most</b> of my subjects and verbs agree</p> <p><input type="checkbox"/> <b>Most</b> of my parts of speech were used correctly</p>	<p><input type="checkbox"/> I need to correct my capitalization</p> <p><input type="checkbox"/> I need to correct my punctuation</p> <p><input type="checkbox"/> I need to correct my spelling</p> <p><input type="checkbox"/> I need to correct my subject-verb agreement</p> <p><input type="checkbox"/> I need to use my parts of speech correctly</p>

<b>Craft</b>	<p>___ I used <b>a lot</b> of interesting and engaging vocabulary</p> <p>___ I used <b>a lot</b> of description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed. I used specific words to sway my reader</p> <p>___ I used a serious tone to convince my reader</p> <p>___ I used <b>various</b> types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used <b>some</b> interesting and engaging vocabulary</p> <p>___ I used <b>some</b> description in my writing</p> <p>___ I tried to change my reader's opinion with reasons, examples, facts, and emphasizing parts as needed</p> <p>___ I used <b>some</b> sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I did not engage my reader because I only stated facts</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>
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