

GRADE 5 PROMPT RUBRIC

Domains and Features	4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others)	1 Little or no control
<p>Composing</p> <p>Focus Organization Development Structure: Narrative or Expository</p>	<ul style="list-style-type: none"> • Consistent focus on central idea; without digressions • Organization has few if any lapses • Clear and purposefully planned writing: narrative or expository • Narrative organization has no lapses, but other modes may • Multiple paragraphs • Fully developed ideas with purposeful details, examples, reasons, etc. • Paragraphs to show progression of ideas. • Uses transition words to show clear relationship of ideas • May attempt dialogue • Strong Organization, information is chunked into several paragraphs • Strong opening/lead and closing 	<ul style="list-style-type: none"> • Reasonable focus on central idea • Minor lapses in structure don't detract • Purposeful development at sentence and paragraph levels • Several paragraphs • Purposeful supporting details, examples, illustrations--may be thin in places • May have some general statements • Some related but unnecessary information may be present • May attempt dialogue • Information organized by paragraphs • Paragraphs show progression of ideas. • Uses some transitions to connect ideas or events • Has an opening/lead and closing 	<ul style="list-style-type: none"> • Inconsistent focus, may have several ideas that compete • Ideas are underdeveloped: general statements with few elaborating details • If a story, it is just the skeleton; if expository, little more than a list or too much detail that does not hold focus • At least one page; may be one long paragraph • Little to no transition to show how ideas are linked; hard to follow • Attempt at opening and/or closing; may be flat repetition of prompt 	<ul style="list-style-type: none"> • Little or no focus • May list information, but does not develop ideas • No purposeful detail • Weak paragraph • Jumps from idea to idea, may return to an earlier idea • A short paragraph, less than two-thirds of a page • Opening and/or closing are either missing or need a lot of work
<p>Written Expression</p> <p>Vocabulary Descriptive Language Sentence Rhythm Voice</p>	<ul style="list-style-type: none"> • Captures the reader's interest • Memorable word choice: clear, striking, original • Stretches vocabulary to clarify and create a picture • May use figurative language • Sentence have rhythmic flow; intentional use of transitions • Varies sentence patterns and beginnings • Writes compounds sentence and/or sentences with compound parts • Modifiers and subordination effectively embedded • Writer's voice is clearly present 	<ul style="list-style-type: none"> • Has engaging moments for the reader • Uses strong verbs and adjectives • Uses descriptive language • Grade-level vocabulary • Varies sentence beginnings and length • Sentence flow; only occasionally interrupted by awkward sentence structure • Writer's voice is present 	<ul style="list-style-type: none"> • Not very engaging for the reader/flat • Anemic, ordinary, vague words • No descriptive vocabulary • Simple vocabulary • Sentence beginnings or types have little variety • Sentences short and choppy, repetitive, awkwardly written, and/or go on and on and on • Little sense of the writer's voice 	<ul style="list-style-type: none"> • General, overused words • Uses same words repeatedly • Weak vocabulary/below grade level • Sentences difficult to read/follow: awkwardly written, unclear or monotonous in structure • Fails to create a sense of the writer's voice
<p>Usage/Mechanics</p> <p>Sentence Formation Grammar Usage Spelling/Punctuation/ Capitalization</p>	<ul style="list-style-type: none"> • Consistent control of sentence formation: avoids fragments and run-ons • Controls usage: subject-verb agreement, pronoun agreement and case, adjective and adverb forms, verb tense, plurals and possessive, avoids double negative • Controls mechanics: capitalization, punctuation, spelling, formatting 	<ul style="list-style-type: none"> • Control outweighs occasional errors • Sentence Formations: avoids run-ons and fragments, though may be present • Reasonable control of usage: subject-verb agreement, pronoun agreement and case, adjective and adverb forms, verb tense, plurals and possessive, double negative s • Reasonable control mechanics: capitalization, punctuation, spelling, formatting 	<ul style="list-style-type: none"> • Errors outweigh control, though not overwhelming • Sentence Formation: fragments and run-ons present • Usage: inconsistent control; errors in usage/grammar • Mechanics: capitalization, punctuation, spelling, formatting errors 	<ul style="list-style-type: none"> • Errors dominate paper and distract the reader • Writing hard to understand • Sentence Formation: run-ons and fragments present • Little or no control of usage • Frequent and severe errors in usage and mechanics: spelling, capitalization, punctuation or formatting