

Expository Writing Rubric Grade 5

	Score Point 1 Limited Writing Performance	Score Point 2 Basic Writing Performance	Score Point 3 Satisfactory Writing Performance	Score Point 4 Accomplished Writing Performance
Organization / Progression	<ul style="list-style-type: none"> The organizing structure of the essay is inappropriate to the purpose and the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the expository task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay. The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow. 	<ul style="list-style-type: none"> The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task. Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective controlling idea or the writer's inclusion of extraneous information interferes with the focus and coherence of the essay. The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas. 	<ul style="list-style-type: none"> The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task. The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus. The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas. 	<ul style="list-style-type: none"> The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task. The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt by sustaining this focus. The writer is able to create an essay that is unified and coherent. The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.
Development of Ideas	<ul style="list-style-type: none"> The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient. The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task. 	<ul style="list-style-type: none"> The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented. The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task. 	<ul style="list-style-type: none"> The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay. The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task. 	<ul style="list-style-type: none"> The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay. The essay is thoughtful and engaging. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways.
Use of Language/Conventions	<ul style="list-style-type: none"> The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay. The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning. 	<ul style="list-style-type: none"> The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay. Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay. The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing. 	<ul style="list-style-type: none"> The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay. Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay. The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they do not detract from the fluency of the writing, and they do not affect the clarity of the essay. 	<ul style="list-style-type: none"> The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay. Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay. The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

Ccls Rubric For 5th Grade Reports

Stella Tartsinis, DMA



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Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies **The Big6**

Curriculum Michael B. Eisenberg, Janet Murray, Colet Bartow, 2016-05-26 This practical hands on book explains how to ensure that your students are information and communication technology literate that is competent with a range of tools technologies and techniques for seeking out and applying information The importance of teaching information and communication technology ICT literacy is clear without it students will be ill equipped to find and use information in all its forms as well as produce and present information in all forms Unfortunately most ICT literacy educational programs are irregular incomplete or arbitrary Classroom teachers teacher librarians and technology teachers need a complete ICT program one with clearly defined goals and objectives planned and coordinated instruction regular and objective assessment of learning and formal reporting of results This book explains how to integrate the objectives of ICT literacy into your school s established curricular structure The book explains the rationale for a having a comprehensive ICT program describes how to develop a Big6 by the Month program and defines the challenges in the areas of information seeking strategies location and access use of information synthesis and evaluation It also includes templates for grade level objectives a scenario plan program plan lesson plan and unit plan summary evidence and criteria performance descriptors a presentation readiness checklist and Big6 by the Month checklists for instructional leaders teachers and teacher librarians **The Common Core**

Companion: Booster Lessons, Grades 3-5 Leslie Blauman, 2015-07-14 Skill building through potent instruction day by day In these much anticipated sequels to The Common Core Companion Janiel Wagstaff and Leslie Blauman provide a collection

of connected lessons and formative writing assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards In each volume the 50 lessons are divided into five week long learning sequences addressing key literacy goals A best practice glossary If Then charts unit planning calendars and other tools round out these essential references both in book and online Follow each sequence and week by week you will build the instructional potency to help students achieve a year's worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features

The Everything Parent's Guide to Common Core ELA, Grades K-5 Felicia Durden, 2015-08-15 Take the mystery out of Common Core ELA Designed to be a set of national educational standards the Common Core has been adopted by 45 states across the nation But if you're accustomed to traditional English courses you may be having a hard time understanding what your kids are bringing home from school and why With easy to understand examples comprehension tips and practice exercises this complete guide helps you understand The reasoning behind the Common Core English Language Arts standards What your child will be learning at each grade level The types of books and passages your child will be reading The new requirements on nonfiction texts and the rationale behind them The focus on finding evidence and formulating arguments The Everything Parent's Guide to Common Core ELA Grades K-5 will give you the confidence you need to help your children meet the new ELA expectations for their grade level and excel at school

The 21st Century Common Core Curriculum (Grades K-5) , Strategies for Struggling Learners in the Era of CCSS & RTI Jim Wright, 2014-07-15 A must have resource to help equip teachers to meet the challenge of preparing students with diverse needs to achieve ambitious new standards in an era of greater accountability This comprehensive problem solving manual by Jim Wright provides teachers with research based strategies for strengthening instruction delivering academic interventions and addressing behavior management issues for both general and special education students The book is designed to help teachers quickly and efficiently locate research supported classroom based solutions for overcoming a variety of impediments to student success Chapters are organized around specific teacher challenges with the content of each supporting ideas and strategies contained throughout the book They include Core Instruction Creating Academic Interventions That Promote Student Success in the Common Core Managing Behaviors to Promote Student Learning Collecting Data to Track Interventions Increasing Student Responsibility Through Self Management Techniques to Help Teachers Succeed as Change Agents Although making changes to one's professional practice is hard work any teacher who carefully reviews and implements best practices in core instruction academic intervention behavior management and classroom assessment such as those presented in this book can expect to see substantial gains in student performance

Writer's Workshop for the Common Core Warren Combs, 2014-01-09 Writing instruction expert Warren Combs presents a step by step plan for teaching writing workshops that are aligned to the

Common Core State Standards The book is filled with practical mini lessons strategies and tools for every stage of the writing process from prewriting through publication Scripting is provided to show teachers how to model each strategy for students In addition Dr Combs shows how teachers can use the following elements The concepts Voice Pictures and Flow to help students understand the essential elements of writing The words Invite Model Write Look and Learn to model effective writing for students and have them learn from your example Revision strategies such as Jot and Blend Combining Sentences Writing Leads and Writing Closes Peer revision using Peer Assisted Learning Systems PALS Student self assessment rubrics The book also includes scoring guides and pacing guides to help teachers implement writing workshops more easily As Dr Combs demonstrates you can give workshops more structure while still making writing come alive for your students

Success in School and Career Andrea M. Nelson-Royes,2013-12-16 *Success in School and Career* Common Core Standards in Language Arts K 5 provides kindergarten through grade five educators and school and district administrators with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants **Resources in Education**

,1997 Computer Competence Michael E. Martinez,Nancy A. Mead,1988 This report contains the results of a national survey conducted by the National Assessment of Educational Progress naep during the 1985 86 school year The report which attempts to capture the interacting forces influencing computer competence among students is presented in six chapters 1 Overview major findings significance of this assessment and importance of computer competence 2 Assessing Computer Competence I E knowledge of computer technology computer applications and computer programming 3 Attitudes Instruction and Access student attitudes toward computers experience with computers computer use in the school and computer use outside the school 4 Computer Competence among Subgroups E G gender race ethnicity parental education public non public education and community and religion 5 Computer Coordinators their characteristics teaching activities professional experience and training and professional confidence and 6 Implications The major findings of this survey indicate that access to a computer at home is positively related to computer competence students like using computers computers are seldom used in subject areas such as reading math or science males demonstrate more competence than females racial differences exist favoring white students over black students computer competence is increased for students whose parents went to college who attend non public schools and who live in the northeast and many computer coordinators have minimal training in computer studies Sample survey questions are provided in each area and the results are reported in tables and graphs as well as in narrative form A description of the methodology of the study is appended Numerous charts and graphs are included and a procedural appendix concludes the document Db *Committee Meeting of Joint Committee on the Public Schools* New Jersey. Legislature. Joint Committee on the Public Schools,2016 **New Jersey Register**

,2012-12 **How to Create and Use Rubrics for Formative Assessment and Grading** Susan M. Brookhart,2013-01-11

What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

Evidence-Based Writing, Grade 5 Sherry Howard,2015-01-05 Evidence Based Writing for grade 5 offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 5 writing prompts include world leaders good health choices voting sports programs national parks and insects The Applying the Standards Evidence Based Writing series for students in kindergarten to grade 5 emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing

Rubrics Germaine L. Taggart,Sandra J. Phifer,Judy A. Nixon,1998 Describes strategies teachers and administrators may use to construct and adapt rubrics and explains how to use them to assess instruction and performance

HOW TO WRITE RUBRICS Stella Tartsinis, DMA,2020-08-06 This is a complete Rubric writing guide Describes what a rubric is how to use it to also as a student engagement piece how to design a rubric the four different types how to use rubrics for formative and summative assessments template examples and blank templates of the two major rubric forms and other online resources about everything you could possibly know about rubric design and assessments *Using*

Rubrics to Improve Student Writing, 5th Grade Sally Hampton, Sandra M. Murphy, Margaret M. Lowry, New Standards (Organization), 2004 This book provides tools to help you teach writing It contains information about genres and specialized rubrics that emphasize writing strategies It also includes a collection of student work with commentaries that explain the strengths and weaknesses in the student writing

Evidence-Based Writing, Grade 3 Bosse, 2015-01-05 Evidence Based Writing for grade 3 offers 64 pages of writing practice and prompts It is aligned with the Common Core State Standards and includes a writing rubric a student writing checklist a five page writing process practice packet and pages of writing prompts to encourage higher level thinking and thoughtful writing Each writing prompt is paired with a graphic organizer to help students plan research and prewrite Specific writing types taught are opinion argumentative informative explanatory narrative and research writing Grade 3 writing prompts include active lifestyle machines at work endangered animals literature and the Trail of Tears The Applying the Standards Evidence Based Writing series emphasizes the reading writing connection by requiring students to read and use facts from literary and informational texts This is a series of six 64 page books for students in kindergarten to grade 5 Various writing skills are taught in correlated activities such as prewriting drafting revising editing and publishing writing Of particular emphasis throughout the series are the Common Core State Standards and the teaching of evidence based writing

Parliamentary Paper Relating to Australian Troops in the South African War, 1899

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