

# Grade 5 Standards of Learning Writing Rubric

<p><b>Composing: Grade 5</b>  <b>4 = Consistent Control</b></p> <p><b>Consistent, though not necessarily perfect control of composing features</b></p> <ul style="list-style-type: none"> <li>• Central idea present and focused</li> <li>• Full elaboration with examples, illustrations, anecdotes, or details</li> <li>• Strong organization plan apparent</li> <li>• Narrative organization intact; in other modes, <i>minor</i> lapses may occur</li> <li>• Evidence of unity from a consistent point of view, e.g. not switching from “I” to “you”; a lack of digressions; and the presence of lead and closure</li> </ul>
<p><b>3 = Reasonable Control</b></p> <p><b>Reasonable, but not consistent control of composing features</b></p> <ul style="list-style-type: none"> <li>• Some features may exhibit more control than others.</li> <li>• Purposeful elaboration focuses central idea at sentence level and throughout entire piece</li> <li>• Some thinness or unevenness may occur</li> <li>• Overall organizational plan is apparent</li> <li>• Narrative organization generally intact</li> <li>• In other modes, organizational lapses may occur</li> <li>• Unity evidenced with few digressions or shifts in point of view</li> <li>• Introduction and closure present but not sophisticated</li> </ul>
<p><b>2 = Inconsistent Control</b></p> <p><b>Inconsistent control of several features indicating significant weakness in composing domain.</b></p> <ul style="list-style-type: none"> <li>• Ideas often compete with no one idea central to piece</li> <li>• Even if single idea dominates, writing may be a few brief details, a list of general, underdeveloped statements or a skeletal plot</li> <li>• Very little organization</li> <li>• Some attempt of opening/closure may be present</li> <li>• Lack of logically elaborated central idea prevents unity from emerging</li> </ul>
<p><b>1 = Little or No Control</b></p> <p><b>Little or no control of domain’s features</b></p> <ul style="list-style-type: none"> <li>• Focus of paper is lacking, or the elaboration is so sparse that the focus is insufficient</li> <li>• Bare statement is the norm</li> <li>• May jump from point to point with without a unifying central idea</li> <li>• Writing is haphazard</li> <li>• No purposeful elaboration of any kind is present</li> </ul>

<p><b>Written Expression: Grade 5</b>  <b>4 = Consistent Control</b></p> <p><b>Consistent, though not necessarily perfect control of written expression domain.</b></p> <ul style="list-style-type: none"> <li>• Purposefully crafted ideas</li> <li>• Memorable for reader because precise information and vocabulary resonate with reader</li> <li>• Specific word choice and information create tone and enhance writer’s voice</li> <li>• Sentences are often varied in length and beginnings, resulting in a rhythmic flow throughout the piece</li> </ul>
<p><b>3 = Reasonable Control</b></p> <p><b>Reasonable, but not consistent, control of domain.</b></p> <ul style="list-style-type: none"> <li>• Specific word choice and information create a clear message</li> <li>• Some inclusion of unnecessary but related information</li> <li>• General statements or vague words may be present and will flatten tone and voice somewhat</li> <li>• Sentences are varied in length and structure</li> <li>• Lack of sentence variety or awkward constructions may diminish rhythm</li> </ul>
<p><b>2 = Inconsistent Control</b></p> <p><b>Inconsistent control of several features, indicating significant weakness in written expression domain</b></p> <ul style="list-style-type: none"> <li>• Generally written in imprecise, bland language.</li> <li>• Writer’s voice rarely emerges</li> <li>• Selection of information uneven and/or consists of attempt to tell everything writer knows.</li> <li>• Lack of sentence variety makes reading monotonous</li> <li>• Awkward constructions distract from meaning</li> <li>• Overall sense of rhythm not present</li> </ul>
<p><b>1 = Little or No Control</b></p> <p><b>Little or no control of most of the written expression domain’s features</b></p> <ul style="list-style-type: none"> <li>• General, vague, or repetitive word choice and information</li> <li>• Lack of sentence variety makes paper monotonous</li> <li>• Existence of several very awkward constructions</li> <li>• Lack of control of vocabulary and information prevents both tone and voice from emerging</li> </ul>

<p><b>Usage and Mechanics: Grade 5</b>  <b>4 = Consistent Control</b></p> <p><b>Consistent, though not necessarily perfect, control of domain’s features</b></p> <ul style="list-style-type: none"> <li>• Thorough understanding of usage and mechanics as found in VA K-5 SOLs</li> <li>• Uses standard principles for spelling, capitalization, punctuation, usage, and sentence formation</li> <li>• A few errors may be present, but the control of the domain’s many features is too strong to let these errors detract from the performance</li> </ul>
<p><b>3 = Reasonable Control</b></p> <p><b>Reasonable, but not consistent, control of most of the domain’s features.</b></p> <ul style="list-style-type: none"> <li>• Basic understanding of usage and mechanics as specified in VA K-5 SOLs</li> <li>• Appropriately applies rules of spelling, capitalization, punctuation, usage, and sentence formation expected of 5<sup>th</sup> graders</li> </ul>
<p><b>2 = Inconsistent Control</b></p> <p><b>Inconsistent control of several features, indicating significant weakness in the domain of usage and mechanics</b></p> <ul style="list-style-type: none"> <li>• Frequent errors appear along with evidence of writer’s knowledge of domain features</li> <li>• Inconsistently applies rules of spelling, capitalization, punctuation, usage, and sentence formation as specified in VA K-5 SOLs</li> <li>• Density of errors outweighs the feature control present in paper</li> </ul>
<p><b>1 = Little or No Control</b></p> <p><b>Little or no control of most of the domain’s features</b></p> <ul style="list-style-type: none"> <li>• Frequent and severe errors in mechanics and usage as specified in VA K-5 SOLs distract reader and limit meaning</li> <li>• Even if meaning not significantly affected, density of errors overwhelm paper to keep it from meeting minimum standards of competence</li> </ul>