

ENGLISH LANGUAGE ARTS PROCEDURAL WRITING RUBRIC GRADE 5

BARRINGTON PUBLIC SCHOOLS

Criteria	4	3	2	1
Writing process	<ul style="list-style-type: none"> Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing. (2.1.1) 	<ul style="list-style-type: none"> Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing). 2.1.1 	<ul style="list-style-type: none"> Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1) 	<ul style="list-style-type: none"> Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1)
Ideas	<ul style="list-style-type: none"> Establishes and expands a focus/controlling idea to enhance the understanding of the process. (2.4.2) Includes appropriate information to set context and enhance the understanding of the process. (2.7.3) Addresses problems, mistakes and misunderstandings that the reader might encounter. (2.7.8) Include if appropriate, detailed and labeled illustrations/diagrams to help the reader visualize the process. (2.7.8) 	<ul style="list-style-type: none"> Establishes a focus/controlling idea. (2.4.2) Includes appropriate information to set context. (2.7.3) Advances the reader's understanding by explaining the conditions for use, the knowledge and materials needed, and the skill/knowledge required. (2.7.8) Includes, if appropriate, illustrations/diagrams to help the reader visualize the process. (2.7.8) 	<ul style="list-style-type: none"> Contains a focus/controlling idea. (2.4.2) Includes some appropriate information to set context. (2.7.3) Explains the materials needed. (2.7.8) May include illustrations/diagrams to help the reader visualize the process, but may not be relevant. (2.7.8) 	<ul style="list-style-type: none"> Lacks a focus/controlling idea. (2.4.2) Includes little to no appropriate information to set context. (2.7.3) May or may not include materials needed. (2.7.8) May not include illustrations/diagrams to help the reader visualize the process, when one is needed. (2.7.8)
Organization	<ul style="list-style-type: none"> Effectively uses an organizational text structure appropriate to focus/controlling idea (Usually sequential/chronological). (2.7.7) Effectively communicates the steps in logical detailed manner. (2.7.8) Writes an engaging introduction that has appropriate information to set context. (2.7.3) 	<ul style="list-style-type: none"> Uses an organizational text structure appropriate to focus/controlling idea (Usually sequential/chronological). (2.7.7) Communicates the steps in a logical detailed manner. (2.7.8) Writes an introduction that has appropriate information to set context. (2.7.3) 	<ul style="list-style-type: none"> Uses an organizational text structure but may not be appropriate to focus/controlling idea. (2.7.7) Communicates some of the steps in a logical detailed manner. (2.7.8) Does not contain an introduction with appropriate information to set context. (2.7.3) 	<ul style="list-style-type: none"> Lacks an organizational text structure. (2.7.7) Does not communicate steps in a logical detailed manner. (2.7.8) Does not include an introduction. (2.7.3)

Procedural Writing_grade_5[1] 06/02/08

Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets standards - Indicates general competence in all standards/benchmarks

Level 2- Emerging - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Attempt made - Indicates difficulties in a majority of standard/benchmarks

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	<ul style="list-style-type: none"> Writes a conclusion that provides closure which increases the reader's understanding of the process and product. (2.7.5) 	<ul style="list-style-type: none"> Writes a conclusion that provides closure. (2.7.5) 	<ul style="list-style-type: none"> Does not provide a conclusion that provides closure. (2.7.5) 	<ul style="list-style-type: none"> Does not include a conclusion. (2.7.5)
Voice	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose to engage the reader and increase the understanding of the procedure. (2.6.1) 	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose at times. (2.6.1) 	<ul style="list-style-type: none"> Uses voice that does not match the audience/purpose. (2.6.1)
Sentence Fluency	<ul style="list-style-type: none"> Uses varied sentence length and structure (e.g. beginnings, transition words) that enhances meaning and sounds smooth and natural. (2.2.2) 	<ul style="list-style-type: none"> Uses varied sentence length and structure (e.g. beginnings, transition words) to enhance meaning. (2.2.2) 	<ul style="list-style-type: none"> Uses some varied sentence length and structure (e.g. beginnings, transition words). (2.2.2) 	<ul style="list-style-type: none"> Does not use varied sentence length and (e.g. beginnings, transition words). (2.2.2)
Word Choice	<ul style="list-style-type: none"> Uses specific and relevant details and language appropriate to purpose to enhance understanding of the procedure. (2.6.1) 	<ul style="list-style-type: none"> Uses specific and relevant details and language appropriate to purpose to advance the procedure. (2.6.1) 	<ul style="list-style-type: none"> Uses some relevant language appropriate to procedure. (2.6.1) 	<ul style="list-style-type: none"> Uses language that is not appropriate to procedure. (2.6.1)
Conventions	<ul style="list-style-type: none"> Uses grade level rules of punctuation, spelling, capitalization, and grammar to clarify and enhance meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<ul style="list-style-type: none"> Uses rules of punctuation, spelling, capitalization, and grammar to clarify meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) Errors do not impede meaning 	<ul style="list-style-type: none"> Uses some grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors may impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<ul style="list-style-type: none"> Uses little to no grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6)

COMMENTS

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