

**Page Writing Development Rubric: Fifth and Sixth Grade**

\* Rubrics are used to describe writing and to make instructional decisions. Children come to understand the writing criteria through anchor papers that correspond to the levels. Begin by contrasting two pieces: a level three versus a level five. Discuss what makes one piece more interesting and informative for the reader.

<p><b>Level One</b></p> <ul style="list-style-type: none"> <li>• attempts the task but may lose focus</li> <li>• displays little sense of audience</li> <li>• expresses several thoughts but does not relate ideas to each other</li> <li>• purpose of the writing may not be clear</li> <li>• attempts to put related ideas together into paragraphs</li> <li>• may ramble or repeat</li> <li>• difficult to read or follow</li> <li>• may have problems with sentence structure</li> </ul>	<p><b>Level Four* Target for Passing ISTEP</b></p> <ul style="list-style-type: none"> <li>• fully accomplishes task (all facets)</li> <li>• addresses all of the specific points of the prompt</li> <li>• engages reader (strong sense of audience)</li> <li>• paragraphs have topic sentences (informative writing)</li> <li>• some transitions among paragraphs</li> <li>• some in-depth information through details and examples</li> <li>• attempts to use vivid or precise words</li> <li>• introduction and conclusion are evident, may seem awkward</li> <li>• varied sentence patterns with some complex sentences</li> <li>• attempts to use some writer's techniques (dialogue, humor, suspense, imagery)</li> <li>• writer attempts to adjust language and tone to task and reader</li> <li>• some indication of the writer's voice (personality)</li> </ul>
<p><b>Level Two</b></p> <ul style="list-style-type: none"> <li>• does not fully accomplish task</li> <li>• displays some sense of audience</li> <li>• attempts to put related ideas together in paragraphs</li> <li>• may omit details or include unrelated details</li> <li>• generally logical progression (beginning, middle and end)</li> <li>• simple sentences</li> <li>• writing may be difficult to read</li> <li>• ordinary words</li> </ul>	<p><b>Level Five Goal for 5th and 6th</b></p> <ul style="list-style-type: none"> <li>• fully accomplishes task (all facets)</li> <li>• engages reader (sense of audience)</li> <li>• has a unifying theme or main idea</li> <li>• organized as cohesive whole</li> <li>• paragraphs have clear main ideas and writer proceeds in an order that enhances meaning</li> <li>• transitions link paragraphs</li> <li>• solid introduction and conclusion</li> <li>• in-depth information with details and examples</li> <li>• variety of sentences, may include complex sentences</li> <li>• more than adequate word usage: explanations detailed and precise, actions clear and vivid</li> <li>• writer's voice (personality) is evident</li> <li>• uses writer's techniques (suspense, humor, imagery)</li> <li>• effectively adjusts language and tone to task and reader</li> </ul>
<p><b>Level Three</b></p> <ul style="list-style-type: none"> <li>• accomplishes task</li> <li>• clear sense of audience</li> <li>• most paragraphs have a topic sentence</li> <li>• attempts transitions among paragraphs</li> <li>• weak introduction or conclusion</li> <li>• some details but does not fully develop ideas (may list ideas without supporting details or examples)</li> <li>• relies mostly on simple sentences</li> <li>• uses words that are predictable and common</li> <li>• follows logical sequence</li> <li>• generally stays to the topic, may ramble</li> </ul>	<p><b>Level Six</b></p> <ul style="list-style-type: none"> <li>• fully accomplishes task (all facets)</li> <li>• engages reader (strong sense of audience)</li> <li>• has a unifying theme or main idea</li> <li>• paragraphs have clear main ideas and writer proceeds in an order that enhances meaning</li> <li>• transitions make a clear connection of ideas</li> <li>• solid introduction and conclusion</li> <li>• exceptional use of details</li> <li>• varied sentence patterns and complex sentences</li> <li>• control of challenging vocabulary</li> <li>• choice of vocabulary make explanations detailed and precise, actions clear and vivid</li> <li>• effectively adjusts language and tone to task and reader</li> <li>• uses writer's techniques very effectively (sets mood)</li> <li>• has a unique perspective, clear voice</li> </ul>

