

**Correlation Copy for Teachers:** Use this version of the rubric to correlate the Student Rubric to the Level 3 Proficiency criteria on the Teacher Rubric. The Teacher Rubrics used for grading describe four levels of student work. A score of 4 reflects work that goes beyond the best self-assessment ranking a student might give. For more information, see the pertinent Teacher Rubric and the Rubrics Introduction in the TEACHER RESOURCE GUIDE.

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Focus on Task and Text	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns)</li> <li><input type="checkbox"/> If prompt is text-based: demonstrates comprehension of a topic or text(s) by discussing relevant events, themes, or central ideas in detail (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> complete all parts of the prompt, and respond to each part completely?</li> <li><input type="checkbox"/> choose words and sentences that create a tone to fit the writing task and my readers?</li> <li><input type="checkbox"/> show that I understand the text or topic by telling about relevant events, themes, or main ideas in a detailed way?</li> </ul>
Organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orients the reader by introducing a narrator and/or characters and a setting/situation (W.5.3.A)</li> <li><input type="checkbox"/> Organizes a clear event sequence that unfolds naturally to reveal the problem and solution (W.5.3.A)</li> <li><input type="checkbox"/> Uses at least two narrative techniques, such as dialogue and descriptions of actions, to develop experiences, events, and/or characters (W.5.3.B)</li> <li><input type="checkbox"/> Uses different transition words, phrases, and clauses to convey sequence (W.5.3.C)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> begin by introducing a narrator and/or characters and a setting?</li> <li>organize events               <ul style="list-style-type: none"> <li><input type="checkbox"/> in a clear, natural sequence? (Example: the order in which events happen)</li> <li><input type="checkbox"/> to share the problem and how it was solved?</li> </ul> </li> <li><input type="checkbox"/> use at least two story-telling techniques to make experiences, events, and characters believable? (Examples: dialogue; descriptions of actions)</li> <li><input type="checkbox"/> use different transition words, phrases, and clauses to connect events in time and sequence?</li> </ul>

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Organization (cont.)	<input type="checkbox"/> Provides a conclusion that follows from narrated experiences or events (W.5.3.E)	<input type="checkbox"/> end my story in a way that connects to the experiences and events in it, such as by concluding the main problem?
Development and Support	<input type="checkbox"/> Uses concrete words and phrases and sensory details that take the narrative beyond general plot points and convey experiences and events (W.5.3.D) <input type="checkbox"/> Develops the narrative by recalling relevant detailed information from experiences and/or by gathering relevant information from print and digital sources; summarizes or paraphrases information used (W.5.8) <input type="checkbox"/> Provides a clear description of the setting as part of the narrative structure (ns) <input type="checkbox"/> Generally alludes to a future event in the text (ns)	<input type="checkbox"/> add exciting and interesting details by using specific, detailed language that shows exactly what is happening <input type="checkbox"/> include relevant evidence and details to make my story accurate and believable? (Using a text if the prompt is text-based or print and digital sources if the prompt asks for additional research.) <input type="checkbox"/> create a setting that helps readers clearly imagine where and when the story happens? <input type="checkbox"/> generally hint at an exciting or unexpected event that might happen later?

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses precise language and domain-specific vocabulary that is appropriate for the audience and purpose (L.5.6)</li> <li><input type="checkbox"/> Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode. (L.5.3)</li> <li><input type="checkbox"/> Varies sentences for meaning, reader/listener interest, and style by expanding, combining, and reducing sentences (L.5.3.A)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use precise language? (Example: Avoid overly general words like <i>nice, fun, pretty.</i>)</li> <li><input type="checkbox"/> use domain-specific language? (Example: Words particular to a topic or setting, such as <i>harbor</i> when describing a city where boats or ships can dock)</li> <li><input type="checkbox"/> use language that fits my audience and writing purpose? (Example: to tell a story to a young child)</li> <li><input type="checkbox"/> choose words and sentences that clearly explain my ideas?</li> <li><input type="checkbox"/> include different kinds of sentences to keep my writing interesting?</li> <li><input type="checkbox"/> include simple, compound, and complex sentences?</li> <li><input type="checkbox"/> avoid sentence fragments and run-on sentences?</li> </ul>
Conventions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability (L.5.1.B, L.5.1.C, L.5.1.D)</li> <li><input type="checkbox"/> Demonstrates command of the perfect verb tense and managing shifts in verb tense (L.5.1)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use the rules I know about writing?</li> <li><input type="checkbox"/> check my writing so that it has no errors?</li> <li><input type="checkbox"/> use verbs correctly, especially verbs that include <i>have</i> or <i>had</i>?</li> <li><input type="checkbox"/> use the correct verb tense to explain when actions happened, especially if moving back and forth in time?</li> </ul>

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Conventions (cont.)	<ul style="list-style-type: none"><li><input type="checkbox"/> Shows command at using grade-level elements of capitalization, spelling or punctuation (L.5.2)</li></ul>	<p>follow writing rules to correctly:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> use commas to separate items in a series?</li><li><input type="checkbox"/> use a comma to separate an opening from the rest of the sentence?</li><li><input type="checkbox"/> use a comma to separate the words <i>yes</i> or <i>no</i>?</li><li><input type="checkbox"/> use a comma to separate a tag question? (Example: <i>It's true, isn't it?</i>)</li><li><input type="checkbox"/> use a comma to show that sentences address a person directly? (Example: <i>Is that you, Steve?</i>)</li><li><input type="checkbox"/> use underlining, quotation marks, or italics to correctly show that words are a title?</li><li><input type="checkbox"/> use the rules I know to spell words correctly?</li><li><input type="checkbox"/> use a dictionary to check my spelling if I'm not sure?</li></ul>