

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"> <input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns) <input type="checkbox"/> Demonstrates comprehension of a topic or text(s) by discussing relevant events, main ideas, themes, or central ideas in detail (W.5.1.A) 	<ul style="list-style-type: none"> <input type="checkbox"/> complete all parts of the prompt, and respond to each part completely? <input type="checkbox"/> choose words and sentences that create a tone to fit the writing task and my readers? <input type="checkbox"/> show that I understand the topic or text by discussing important ideas, events, and theme in detail?
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic or text and clearly states an opinion; provides a general observation and focus as part of the introduction to the main ideas (W.5.1.A) <input type="checkbox"/> Organizes information into multiple paragraphs; groups related information together within and across paragraphs (W.5.1.A) <input type="checkbox"/> Links ideas within and across categories of information using a variety of linking words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>) to link opinion and reasons (W.5.1.A, W.5.1.C) 	<ul style="list-style-type: none"> <input type="checkbox"/> introduce my topic focus briefly at the beginning? <input type="checkbox"/> state my opinion clearly? <input type="checkbox"/> organize information in several paragraphs? <input type="checkbox"/> group related information together in paragraphs? <input type="checkbox"/> connect information in all the paragraphs logically? <input type="checkbox"/> clearly connect evidence from the text to my opinions and ideas? <p>use linking words and phrases (Examples: <i>consequently</i>, <i>specifically</i>) to connect</p> <ul style="list-style-type: none"> <input type="checkbox"/> my ideas inside my paragraphs? <input type="checkbox"/> my opinion and reasons? <input type="checkbox"/> categories of information?

3 (Meets expectations)

Ask yourself: *Did I...?*

<p>Organization (cont.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a clear and concise conclusion that relates to the opinion presented (W.5.1.D) 	<ul style="list-style-type: none"> <input type="checkbox"/> provide a clear ending that explains the important details of my opinion?
<p>Development and Support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supports an opinion with logically ordered reasons that are supported by relevant, accurate facts and details (W.5.1.B) <input type="checkbox"/> Cites relevant information, details, and evidence from print (literary and informational) and digital sources (W.5.8) <input type="checkbox"/> Produces clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience (W.5.4) 	<ul style="list-style-type: none"> <input type="checkbox"/> support my opinion with reasons? <input type="checkbox"/> organize my reasons in a way that makes sense? <input type="checkbox"/> support my reasons with accurate facts and details related to the reasons? <input type="checkbox"/> Include information, details, and evidence from print and/or digital sources? <p>create writing that reflects</p> <ul style="list-style-type: none"> <input type="checkbox"/> the format of the writing task? (Example: Use correct openings and closings for letters.) <input type="checkbox"/> my reason for writing? <input type="checkbox"/> who my readers are and what they know about the topic?

3 (Meets expectations)

Ask yourself: *Did I...?*

Language

- Uses precise language and domain-specific vocabulary that is appropriate for the audience and purpose (L.5.6)
- Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode. (L.5.3)
- Varies sentences for meaning, reader/listener interest, and style by expanding, combining, and reducing sentences (L.5.3.A)

- use precise language? (Example: Avoid overly general words like *nice, fun, pretty.*)
- use domain-specific language? (Example: Words about a topic, such as *harbor* when discussing a port city.)
- use words that fit my readers and reason for writing?
- choose words and sentences that clearly explain my ideas?
- use persuasive language that fits the format and type of writing? (Example: *should* in opinion writing)
- include different kinds of sentences to keep my writing interesting?
- include simple, compound, and complex sentences?
- avoid sentence fragments and run-on sentences?

Conventions

- Shows command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability
- Demonstrates command of the perfect verb tense and managing shifts in verb tense (L.5.1)
- Shows command at using grade level elements of capitalization, spelling or punctuation. (L.5.2)

- use the rules I know about writing?
- check my writing so that it has no errors?

- use verbs correctly, especially verbs that include *have* or *had*?
- use the correct verb tense to explain when actions happened, especially if moving back and forth in time?

- follow writing rules to correctly:
- use commas to separate items in a series?
- use a comma to separate an opening from the rest of the sentence?
- use a comma to separate the words *yes* or *no*?
- use a comma to separate a tag question? (Example: *It's true, isn't it?*)
- use a comma to show that sentences address a person directly? (Example: *Is that you, Steve?*)
- use underlining, quotation marks, or italics to correctly show that words are a title?
- use the rules I know to spell words correctly?
- use a dictionary to check my spelling if I'm not sure?