

Name _____

Date _____

SMA Fifth Grade Writing Rubric

		Does not meet	Partially meets	Does not fully meet	Meets	More than meets	Exceeds
	Score	1	2	3	4	5	6
Content		Writing is extremely limited in communicating knowledge, voice/point of view with no sense of audience.	Writing is limited in communicating knowledge, voice/point of view with little sense of audience.	Writing does not clearly communicate knowledge, point of view. Sense of audience is vague.	Writes 5 related, quality paragraphs. Uses voice/point of view. Composes to a specific audience.	Writing is purposeful and focused with strong voice/point of view, and engages the audience.	Writing is confident and clearly focused with a distinct, unique voice/point of view and is skillfully adapted to the audience
Organization		Writing is disorganized and undeveloped with no transitions or closure.	Writing is brief and undeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporated a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong beginning, middle, and end with clear transitions and focused closure.
Vocabulary		Careless or inaccurate word choice that obscures meaning.	Language is trite, vague, or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
Language Mechanics		Frequent run-ons or fragments, no variety in sentence structure. Part of speech shows lack of agreement. Frequent errors in mechanics.	Many run-ons or fragments. Little variety in sentence structure. Inconsistent agreement between parts of speech. Many errors in mechanics.	Some run-ons and fragments. Limited variety in sentence structure. Occasional errors between parts of speech. Some errors in mechanics.	Uses simple, compound, and complex sentences. Maintains agreement between parts of speech. Uses correct punctuation, capitalization, etc.	Frequent use of varied sentence structure. Consistent agreement between parts of speech. Few errors in mechanics.	Consistent variety of sentence structure throughout. Consistent agreement between parts of speech. Few, if any, errors in mechanics.
Editing		Little or no evidence of spelling strategies. Lacks evidence of editing.	Limited evidence of spelling strategies. Limited evidence of editing.	Some evidence of spelling strategies, some evidence of editing.	Applies basic grade level spelling. Uses structural analysis for phonetic spelling. Incorporates the entire writing process using resources.	Consistent use of spelling strategies. Consistent evidence of editing.	Creative and effective use of spelling strategies. Skillfully edited.
Requirements		Requirements not met.	Most requirements not met.	Some requirements are met.	Most requirements met.	All requirements met.	All requirements met and exceeded.
Letter Grade		F	D	C	B	A	A

Areas of Strength

Areas that Need Improvement