

**New Paltz Central School District**  
**Grades 4/5**  
**Writing Rubric**  
**September/April Common Writing Task**

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<u>Meaning</u> – The writing exhibits understanding of the task.	The narrative is complete and demonstrates full understanding of the task through details, examples, and connections.	The narrative is complete and demonstrates understanding of the task.	The narrative begins to answer the task but is not complete.	The narrative does not address the task.	
<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Fully develops and elaborates on ideas. Uses many relevant and accurate examples to support ideas.	Mostly develops and elaborates on ideas. Uses some relevant and accurate examples to support ideas.	Somewhat develops and elaborates on ideas. Uses few relevant and accurate examples to support ideas.	Very little elaboration and development of ideas. Uses little to no relevant and accurate examples to support ideas.	
<u>Organization</u> – The writing exhibits direction, shape, and coherence.	Maintains a clear focus. Logically sequences ideas with the use of transitions.	Maintains a general focus. Clearly attempts organization. Uses some transitions.	There is some attempt at organization, but focus is not maintained.	Shows little or no organization and focus.	
<u>Language Use</u> - The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary.	Exhibits some use of writer’s voice. Uses basic vocabulary.	Exhibits little use of writer’s voice. Uses simple vocabulary.	No use of writer’s voice. Uses minimal vocabulary.	
<u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, and spelling.	Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.	Grammar, spelling, and punctuation have some errors. Uses some sentence variety.	Grammar, spelling, and punctuation have many errors. Little use of sentence variety.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety.	

**Comments**

**New Paltz Central School District  
Fifth Grade  
Writing Rubric  
Literary Response**

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<u>Meaning</u> – The writing exhibits understanding of the task.	Completes all requirements of the task. Uses genre specific details. Responds to literature, connecting the response to personal experience.	Completes most requirements of the task. Uses some genre specific details. Mostly responds to literature, connecting the response to personal experience.	Makes an attempt at addressing topic. Uses few genre specific details. Somewhat responds to literature, connecting the response to personal experience.	Does not address topic. Uses no genre specific details. Does not respond to literature, connecting the response to personal experience.	
<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Fully develops and elaborates on ideas. Includes: Plot summary, description of setting and characters, conflict/solution, and draws conclusions. Uses many relevant and accurate examples to support ideas.	Mostly develops and elaborates on ideas. Mostly includes: Plot summary, description of setting and characters, conflict/solution, and draws conclusions. Uses some relevant and accurate examples to support ideas.	Somewhat develops and elaborates on ideas. Somewhat includes: Plot summary, description of setting and characters, conflict/solution, and draws conclusions. Uses few relevant and accurate examples to support ideas.	Very little development and elaboration of ideas. Includes few ideas on the following: Plot summary, description of setting and characters, conflict/solutions, and draws conclusions. Uses little to no relevant and accurate examples to support ideas.	
<u>Organization</u> – The writing exhibits direction, shape, and coherence.	Maintains a clear focus. Analyzes literary elements in order to evaluate quality of ideas. Logical sequence of ideas with the use of transitions.	Maintains a general focus. Clear attempt at organization. Analyzes most literary elements in order to evaluate quality of ideas. Some use of transitions	Some attempt at organization, but focus is not maintained. Analyzes some literary elements in order to evaluate quality of ideas.	Shows little or no organization and focus. Analyzes little or no literary elements in order to evaluate quality of ideas.	
<u>Language Use</u> – The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary.	Exhibits some use of writer’s voice. Uses basic vocabulary.	Exhibits little use of writer’s voice. Uses simple vocabulary.	Exhibits no use of writer’s voice. Uses minimal vocabulary.	
<u>Conventions</u> – The writing shows appropriate use of punctuation, grammar, and spelling.	Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.	Grammar, spelling, and punctuation have some errors. Uses some sentence variety.	Grammar, spelling, and punctuation have many errors. Little use of sentence variety.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety.	

**Comments**

**New Paltz Central School District  
Fifth Grade  
Writing Rubric  
Expository Essay and Biographical Sketch**

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<u>Meaning</u> – The writing exhibits understanding of the task.	Completes all requirements of the task. Uses genre specific details. Makes insightful interpretations.	Completes most requirements. Uses some details that are genre specific.	Makes an attempt at addressing topic. Uses few details.	Does not address topic. Uses no details in writing.	
<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Fully develops and elaborates on ideas. Uses many relevant and accurate examples to support ideas.	Mostly develops and elaborates on ideas. Uses some relevant and accurate examples to support ideas.	Somewhat develops and elaborates on ideas. Uses few relevant and accurate examples to support ideas.	Very little elaboration and development of ideas. Uses little to no relevant, accurate examples to support ideas.	
<u>Organization</u> – The writing exhibits direction, shape, and coherence.	Maintains a clear focus. Logical sequence of ideas with the use of transitions.	Maintains a general focus. Clear attempt at organization. Uses some transitions.	Some attempt at organization, but focus is not maintained.	Shows little or no organization and focus.	
<u>Language Use</u> – The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary.	Exhibits some use of writer’s voice. Uses basic vocabulary.	Exhibits little use of writer’s voice. Uses simple vocabulary.	No use of writer’s voice. Uses minimal vocabulary.	
<u>Conventions</u> – The writing shows appropriate use of punctuation, grammar and spelling	Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.	Grammar, spelling, and punctuation have some errors. Uses some sentence variety.	Grammar, spelling, and punctuation have many errors. Little use of sentence variety.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety.	

**Comments**

**New Paltz Central School District  
Fifth Grade  
Writing Rubric  
Persuasive Essay**

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<u>Meaning</u> – The writing exhibits understanding of the task.	Completes all requirements of the task. Uses genre specific details. Uses personal experiences to express opinions. Makes insightful interpretations.	Completes most requirements. Uses some details that are genre specific. Mostly uses personal experiences to express opinions.	Makes an attempt at addressing topic. Uses few details. Somewhat uses personal experiences to express opinions.	Does not address topic. Uses no details in writing. Does not use personal experiences to express opinions.	
<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Fully develops and elaborates on ideas. Compares and contrasts ideas. Uses many relevant and accurate examples to support ideas.	Mostly develops and elaborates on ideas. Mostly compares and contrasts ideas. Uses some relevant and accurate examples to support ideas.	Somewhat develops and elaborates on ideas. Somewhat compares and contrasts ideas. Uses few relevant and accurate examples to support ideas.	Very little elaboration and development of ideas. Does not compare and contrast ideas. Uses little to no relevant and accurate examples to support ideas.	
<u>Organization</u> – The writing exhibits direction, shape, and coherence.	Maintains a clear focus. Logical sequence of ideas with the use of transitions. Writing shows ability to take notes and organize data.	Maintains a general focus. Clear attempt at organization. Uses some transitions. Writing mostly shows ability to take notes and organize data.	Some attempt at organization, but focus is not maintained. Writing somewhat shows ability to take notes and organize data.	Shows little or no organization and focus. Writing does not show ability to take notes and organize data.	
<u>Language Use</u> – The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary.	Exhibits some use of writer’s voice. Uses basic vocabulary.	Exhibits little use of writer’s voice. Uses simple vocabulary.	No use of writer’s voice. Uses minimal vocabulary.	
<u>Conventions</u> – The writing shows appropriate use of punctuation, grammar, and spelling.	Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.	Grammar, spelling, and punctuation have some errors. Uses some sentence variety.	Grammar, spelling, and punctuation have many errors. Little use of sentence variety.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety.	

**Comments**

**New Paltz Central School District  
Grade 5  
Writing Rubric  
Personal Narrative**

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<u>Meaning</u> – The writing exhibits understanding of the task.	The narrative is complete and demonstrates full understanding of the task through details, examples, and connections.	The narrative is complete and demonstrates understanding of the task.	The narrative begins to answer the task but is not complete.	The narrative does not address the task.	
<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Fully develops and elaborates on ideas. Uses many relevant and accurate examples to support ideas.	Mostly develops and elaborates on ideas. Uses some relevant and accurate examples to support ideas.	Somewhat develops and elaborates on ideas. Uses few relevant and accurate examples to support ideas.	Very little elaboration and development of ideas. Uses little to no relevant and accurate examples to support ideas.	
<u>Organization</u> – The writing exhibits direction, shape, and coherence.	Maintains a clear focus. Logically sequences ideas with the use of transitions.	Maintains a general focus. Clearly attempts organization. Uses some transitions.	There is some attempt at organization, but focus is not maintained.	Shows little or no organization and focus.	
<u>Language Use</u> - The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary.	Exhibits some use of writer’s voice. Uses basic vocabulary.	Exhibits little use of writer’s voice. Uses simple vocabulary.	No use of writer’s voice. Uses minimal vocabulary.	
<u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, and spelling.	Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.	Grammar, spelling, and punctuation have some errors. Uses some sentence variety.	Grammar, spelling, and punctuation have many errors. Little use of sentence variety.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety.	

**Comments**

**Grades 5 Writing Rubric: Research-Based Argument Essay**

Topic	4	3	2	1
Meaning: The writing exhibits understanding of the task	<ul style="list-style-type: none"> <li>- Completes all requirements of the task.</li> <li>- Uses genre specific details</li> <li>-Includes strong thesis. Supports thesis throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>- Completes most requirements</li> <li>- Uses some details that are genre specific</li> <li>-Includes thesis. Mostly supports thesis throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>- Makes an attempt at addressing topic</li> <li>- Uses few details</li> <li>-Includes thesis. Somewhat supports thesis throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>- Does not address topic</li> <li>- Uses little-to- no details in writing</li> <li>-Does not include thesis or support</li> </ul>
Development: The writing shows elaboration of ideas, using specific details	<ul style="list-style-type: none"> <li>- Fully develops and elaborates on ideas.</li> <li>-Uses research to support ideas</li> <li>- Uses many relevant and accurate examples to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly develops and elaborates on ideas.</li> <li>- Uses some research to support ideas</li> <li>- Uses some relevant and accurate examples to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Somewhat develops and elaborates on ideas.</li> <li>- Uses little research to support ideas</li> <li>- Uses few relevant and accurate examples to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Very little elaboration and development of ideas.</li> <li>Uses no research to support ideas</li> <li>- Use little to no relevant accurate examples to support ideas</li> </ul>
Organization: The writing exhibits direction, shape, and coherence	<ul style="list-style-type: none"> <li>- Maintains a clear focus.</li> <li>- Logical sequence of ideas with the use of transitions</li> <li>-Writing shows ability to take notes and organize data.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains a general focus</li> <li>- Clear attempt at organization with the use of some transitions</li> <li>-Writing mostly shows ability to take notes and organize data.</li> </ul>	<ul style="list-style-type: none"> <li>- Some attempt at organization, but focus is not maintained</li> <li>Writing somewhat shows ability to take notes and organize data.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows little or no organization and focus</li> <li>Writing does not show ability to take notes and organize data.</li> </ul>
Language Use: The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	<ul style="list-style-type: none"> <li>- Writer's voice is strong</li> <li>- Uses varied sentence structure and length</li> <li>- Uses sophisticated vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits some use of writer's voice</li> <li>- Uses some sentence variety</li> <li>- Uses basic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits little use of writer's voice</li> <li>- Little use of sentence variety</li> <li>- Use of simple vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- No use of writer's voice</li> <li>- Use very little or no sentence variety</li> <li>- Uses minimal vocabulary</li> </ul>
Conventions: The writing shows appropriate use of punctuation, grammar, and spelling	<ul style="list-style-type: none"> <li>- Grammar, spelling, and punctuation are consistently, or almost error free.</li> </ul>	<ul style="list-style-type: none"> <li>- Grammar, spelling, and punctuation have some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar, spelling, and punctuation have many errors.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar, spelling, and punctuation have numerous errors which interfere with understanding.</li> </ul>

Name \_\_\_\_\_ Score: \_\_\_\_\_

## Writing Rubric – Interpretive Essay Grades 5

Topic	4	3	2	1
Meaning: The writing exhibits understanding of the task	-Completes all requirements of the task. Includes strong thesis. Supports thesis throughout the essay.	-Completes most requirements of the task. Includes a thesis, and somewhat supports thesis throughout the essay	-Makes an attempt at addressing topic  -Thesis statement is weak and supported very little throughout the essay.	-Does not address topic
Development: The writing shows elaboration of ideas, using specific details	-Fully develops and elaborates on ideas. Uses many examples from the text to support thesis.  - Uses many relevant and accurate examples to support ideas.	- Mostly develops and elaborates on ideas. Uses some examples from the text to support thesis.  -Uses some relevant and accurate examples to support ideas.	-Somewhat develops and elaborates on ideas. Uses few examples from the text to support thesis.  -Uses few relevant and accurate examples to support ideas.	-Very little elaboration and development of ideas. Uses very little examples from the text to support thesis.  - Use little to no relevant accurate examples to support ideas
Organization: The writing exhibits direction, shape, and coherence	-Maintains a clear focus.  - Well organized  -Logical sequence of ideas with the use of transitions	- Maintains a general focus  - Clear attempt at organization  - Uses some transitions	- Some attempt at organization, but focus is not maintained	- Shows little or no organization and focus
Language Use: The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	- Uses vivid language and writer's voice is strong  - Uses varied sentence structure and length  - Uses sophisticated vocabulary	- Exhibits some use of writer's voice  - Uses some sentence variety  - Uses basic vocabulary	- Exhibits little use of writer's voice  - Little use of sentence variety  - Use of simple vocabulary	- No use of writer's voice  - Use very little or no sentence variety  - Uses minimal vocabulary
Conventions: The writing shows appropriate use of punctuation, grammar, and spelling	Grammar, spelling, and punctuation are consistently, or almost error free.	Grammar, spelling, and punctuation have some errors.	Grammar, spelling, and punctuation have many errors.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding.

Name \_\_\_\_\_

Score \_\_\_\_\_