

## NTN Written Communication Rubric, Grade 5

The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.



NewTech Network

	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT Middle School Ready	P/ A	ADVANCED Middle School Level
<b>DEVELOPMENT</b> <i>What is the evidence that the student can develop ideas?</i>	<ul style="list-style-type: none"> <li>• <b>Does not attempt</b> to introduce the topic for the writing</li> <li>• When appropriate, opinion/theme/controlling idea is <b>missing</b></li> <li>• Ideas and evidence are <b>underdeveloped</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Attempts a basic introduction</b> but it is <b>incomplete</b></li> <li>• When appropriate, opinion/theme/controlling idea is <b>stated</b> at least once but is <b>unclear</b></li> <li>• <b>Attempts to develop</b> a few ideas and evidence</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Provides</b> a basic introduction to the topic for the writing</li> <li>• Opinion, theme, or controlling idea is <b>clearly stated</b></li> <li>• Ideas and evidence are <b>somewhat</b> developed</li> </ul>		<ul style="list-style-type: none"> <li>• Provides a basic introduction with a <b>partial explanation</b> of <b>background</b> and <b>context</b> of topic/issue</li> <li>• Opinion/Theme/Controlling idea is clearly stated and present through <b>some of the text</b></li> <li>• Ideas and evidence are <b>mostly</b> developed</li> </ul>
<b>ORGANIZATION</b> <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> <li>• Ideas are <b>disorganized, impeding understanding</b></li> <li>• Linking words are <b>missing</b></li> <li>• Concluding statement or section, when appropriate, is <b>absent</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Begins</b> to organize ideas by applying a <b>basic structure</b></li> <li>• Uses linking words <b>awkwardly</b></li> <li>• When appropriate, <b>attempts</b> to provide a concluding statement or section, may be <b>unrelated</b> to topic</li> </ul>		<ul style="list-style-type: none"> <li>• Ideas are <b>mostly organized</b> by applying a basic structure or <b>grouping</b></li> <li>• Uses linking words to <b>connect ideas</b> or <b>sections</b> of the text</li> <li>• Concluding statement or section, when appropriate, is <b>related</b> to topic</li> </ul>		<ul style="list-style-type: none"> <li>• Ideas and <b>evidence</b> are <b>organized</b>, possibly by applying a <b>formulaic</b> structure</li> <li>• Uses <b>varied</b> linking words to connect ideas or sections of the text</li> <li>• Concluding statement or section, when appropriate, <b>follows from</b> or <b>supports</b> the <b>opinion/theme/controlling idea</b></li> </ul>
<b>LANGUAGE AND CONVENTIONS</b> <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> <li>• Writes as s/he speaks, <b>does not demonstrate</b> grade-level vocabulary appropriate to topic/discipline</li> <li>• Has an <b>accumulation</b> of errors in grammar, usage, and mechanics that <b>seriously interferes with</b> meaning</li> </ul>		<ul style="list-style-type: none"> <li>• Has <b>limited</b> control of grade-level vocabulary appropriate to topic/discipline</li> <li>• Has <b>some</b> errors in grammar, usage, and mechanics that <b>distract or interfere</b> with meaning</li> </ul>		<ul style="list-style-type: none"> <li>• Has <b>control</b> of grade-level vocabulary appropriate to topic/discipline</li> <li>• May have some errors in grammar, usage, and mechanics, but <b>do not interfere</b> with meaning</li> </ul>		<ul style="list-style-type: none"> <li>• Has <b>control</b> of appropriate grade-level vocabulary and as well as <b>style/tone appropriate to audience and purpose</b></li> <li>• <b>Follows the norms and conventions of writing in the discipline</b> with <b>some errors</b></li> <li>• Has <b>few, if any</b>, errors in grammar, usage, and mechanics; errors do not interfere with meaning</li> <li>• <b>Cites textual evidence, when appropriate, partially correctly and consistently</b></li> </ul>

\*Controlling idea may refer to a thesis, argument, topic, or main idea, depending on the type of writing

\*\*E.g. accurate use of scientific/technical terms, quantitative data, and visual representations in science; use of multiple representations in math

