GRADE 5 COMMON CORE/PARCC ALIGNED RUBRIC FOR ARGUMENT, INFORM/EXPLAIN & NARRATIVE WRITING

		GRADE 5 ANALYTIC SCORING RUBRIC
		BASED ON PARCC RUBRIC FOR ARGUMENT, EXPAIN/INFORM & NARRATIVE WRITING
Criteria	**Performance Level**	**Scale with Descriptors**
Reading[1] Comprehension of Key Ideas & Details *Note: Type of textual evidence required is prompt specific*		3: Shows full comprehension[1] of complex text ideas; accurate analysis of what the text says explicitly and inferentially; explicit text references support the analysis. 2: Shows comprehension[1] of text ideas; mostly accurate analysis of what the text says explicitly and inferentially; text references support analysis. 1: Shows limited comprehension[1] of text ideas; minimally accurate text analysis; may reference the text. 0: Shows little to no comprehension of text ideas; inaccurate analysis or no analysis of the text.
Written Expression Development of Ideas		3: On prompt; effective and comprehensive topic development and/or narrative elements[2]; develops clear reasoning, details, and/or description; consistently appropriate to task, purpose, and audience. 2: On prompt; effective topic development and/or narrative elements[2]; developed reasoning, details, and/or description; largely appropriate to task, purpose, and audience. 1: On prompt; minimal topic development and/or narrative elements[2]; limited reasoning, details, and/or description; limited appropriateness to task, purpose, and/or audience. 0: Writing may not address the prompt; does not develop the topic or narrative elements; inappropriate to task and purpose.
Written Expression Organization		3: Demonstrates effective coherence, clarity, and cohesion[3]; includes strong introduction and conclusion. 2: Demonstrates coherence, clarity, and cohesion[3]; includes introduction and conclusion. 1: Demonstrates limited coherence, clarity, and/or cohesion[3]; may or may not include a clear introduction and/or conclusion. 0: Demonstrates a lack of coherence, clarity and cohesion.[3]
Written Expression Clarity of Language		3: Uses language well; attends to norms and conventions of the discipline; includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas. 2: Attends to norms and conventions of the discipline; includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas. 1: Shows limited awareness of norms; includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas. 0: Shows little to no awareness of norms; lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas. *W.5.1c linking words: consequently, specifically; W.4.2.c linking words: in contrast, especially.*

Writing Knowledge of Language & Conventions		4: Command of standard English consistent with effectively edited writing; may be a few minor errors in grammar and usage, meaning is clear throughout the response. 3: Command over standard English conventions consistent with edited writing; may be a few distracting errors in grammar and usage, but meaning is clear. 2: Inconsistent command over standard English conventions; patterns of grammatical and usage errors occasionally impede understanding. 1: Limited command over standard English conventions; multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding. 0: Little to no command over standard English conventions; frequent and varied errors in grammar and usage; little or no control over language; frequent distracting errors in grammar and usage impede understanding. *5th grade Grammar & Usage Conventions L.5.1: Form and use the perfect tense; Use verb tense to convey various times, sequences, states, and conditions; Recognize and correct inappropriate shifts in verb tense; Use correlative conjunctions (e.g., either/or, neither/nor).* *5th grade Capitalization, Punctuation & Spelling Conventions L.5.2: Use punctuation to separate items in a series; use a comma to separate an introductory element from the rest of the sentence; Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?); use underlining, quotation marks, or italics to indicate titles of works; spell grade appropriate words correctly, consulting references as needed.*

[1]Reading comprehension is not assessed by PARCC in narrative writing; however, reading comprehension is assessed in argument & informational writing.

[2]Per the CCSS, narrative elements at the 5th grade include the introduction of a narrator, development of characters, sequencing of events, the use of dialogue, "and pacing, to develop experiences and events or show the responses of characters to situations.. and provide a conclusion that follows from the events" (see CCSS, p. 20).

[3] The elements of organization to be assessed are expressed in the grade-level standards 1-3

Resources
Common Core State Standards, 2010.
PARCC Expanded Rubric for Analytic and Narrative Writing Grade 4-5