

Student Assessment of Writing Skills – Scoring Guide – Grade 5 Targets

Informative: Report—Relates personal experience or knowledge to inform an audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused explanation in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents an explanation in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present an explanation in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Effectively organizes similar ideas; develops an effective introduction, body, and conclusion. Uses topic sentences and varied transitions between paragraphs 	<ul style="list-style-type: none"> Groups similar ideas together; presents an introduction, body, and conclusion. Uses topic sentences and transitions between paragraphs 	<ul style="list-style-type: none"> Attempts to group similar ideas together; presents an introduction or conclusion Lacks consistent use of topic sentences and transitions between paragraphs 	<ul style="list-style-type: none"> Similar ideas are not grouped together; introduction and conclusion are unidentifiable Topic sentences or transitions between paragraphs are unidentifiable
<p>Voice The writer uses precise, appropriate language to communicate directly to the audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Report consistently reveals voice or style appropriate to the purpose Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Report reveals voice or style appropriate to the purpose Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Report reveals limited voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Report lacks voice or style appropriate to the purpose Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage Attempts to use varied sentences; sentences are mostly correct 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage Sentences are simple and lack variety; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout Sentences are run-on, incomplete, or fragmented