

Fifth Grade Writing Proficiency Guide

Student Name: _____

School Year: _____

| Proficiency Behaviors End of 1st Reporting Period | Proficiency Behaviors End of 2nd Reporting Period | Proficiency Behaviors End of 3rd Reporting Period |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Composes ideas fluently. <input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (webs, maps, formal outlining). <input type="checkbox"/> Generates ideas independently from reading, discussing, focused free-writing, observing and brainstorming some of the time. <input type="checkbox"/> Writing includes a somewhat effective lead sentence for each paragraph by using such features as questions, exclamations. <input type="checkbox"/> Writes complete sentences except for crafting purposes. <input type="checkbox"/> Uses more compound and complex sentence structures and different sentence types some of the time. <input type="checkbox"/> Revises content for central idea, organization, unity, elaboration, and clarity some of the time. <input type="checkbox"/> Revises style for sentence variety, tone voice, selected vocabulary and selected information some of the time. <input type="checkbox"/> Edits for sentence formation, usage and mechanics. <input type="checkbox"/> Uses similes and/or metaphors purposefully some of the time (texts) with some understanding. <input type="checkbox"/> Uses transitional words some of the time. <input type="checkbox"/> Writing includes a strong sense of closure some of the time. <input type="checkbox"/> Uses correct subject/verb agreement, parts of speech, parts of a sentence, conjugations, and possessive nouns some of the time. <input type="checkbox"/> Uses homonyms correctly according to usage some of the time. <input type="checkbox"/> Applies conventional rules of punctuation (end marks, dialog, commas-series, compound/complex sentences, direct address) most of the time. <input type="checkbox"/> Applies conventional rules of capitalization most of the time. <input type="checkbox"/> Use natural and inverted sentences order for variety and emphasis some of the time. <input type="checkbox"/> Uses conventional spelling based on roots, bases and affixes most of the time. <input type="checkbox"/> Uses resources to check their writing (writing conferences (peer/teacher), rubric, dictionary, checklist, and thesaurus). <input type="checkbox"/> Uses appropriate literary structure (book language, specialized vocabulary, or structures from texts) with some understanding. | <ul style="list-style-type: none"> <input type="checkbox"/> Composes ideas fluently. <input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (webs, maps, formal outlining). <input type="checkbox"/> Generates ideas independently from reading, discussing, focused free-writing, observing and brainstorming some of the time. <input type="checkbox"/> Writing includes an effective lead sentence for each paragraph by using such features as questions, exclamations. <input type="checkbox"/> Writes complete sentences except for crafting purposes. <input type="checkbox"/> Uses more compound and complex sentence structures and different sentence types some of the time. 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The Purpose of a Writing Proficiency Guide and a Rubric

| | Writing Proficiency Guide | Writing Rubric |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | <p>A writing proficiency guide is a tool used to observe the writing behaviors for a variety of genres that students exhibit on a daily basis.</p> <p>The teacher uses the guide to plan and provide daily whole group, small group, and one-on-one lessons for writers.</p> <p>The guide assists teachers to recognize and understand the developmental changes that occur over time as the writer becomes more competent in a particular area. (Dorn 2001)</p> | <p>The rubric is a tool to assist teachers to score a single piece of writing for a specific genre. The end score can be used to report how students are performing on that single piece of writing.</p> |
| The Purpose | <ul style="list-style-type: none"> • To observe students' writing behaviors over the course of each trimester throughout the school year • To guide students' writing development over time • To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing | <ul style="list-style-type: none"> • To score students' writing skills on a single piece of writing in a particular genre |