

Teachers College Reading and Writing Project: Fifth Grade Informational Reading/Argument Writing Performance Assessment Rubric

Reading Rubric Scoring Guide:

You may decide to score all of the responses to text (video response, text#1 and text#2). If so, average the score points for a final reading score.

You may decide to score only the response to the last text (text#2) as this is the grade level text. If so, use the score for this response as a final reading score.

In a post-assessment, use the same approach to achieve comparable results.

5th Reading Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	Score
R. Standard 5.1 Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.								Score
	Attempts to reference source material, but includes very few references to details or examples from the text. References to source material demonstrate inaccurate understandings of the details or the ideas in the text.		Refers details or examples from the provided source(s). These details are mostly relevant to the idea or position the student is discussing. References to source material demonstrate mostly accurate understanding of literal and inferential details from the text.		Quotes accurately when referring to relevant details from the provided source(s). Demonstrates an accurate understanding of literal and inferential details from the text.		Provides citations for the source material, helping the reader see how particular passages from the reading support (or counter) an idea in the text.	

5th Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	Score
W. Standard 5.1 Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.								Score:
Position	Attempts to take a position on the topic; position is unclear or the writing is almost totally informational..		Position on the topic is mostly clear, though some parts of the essay may veer from the stated stance in ways that make it clear this was not intended.		Makes a claim that takes a clear position; maintains the position throughout.		Establishes and maintains a position while indicating an understanding of the complexity of the topic. This may be through mentioning a possible counter-argument or through making a nuanced claim.	
Structure: Introduces topic; Provides a concluding statement	Provides a very brief introduction, which may not connect closely to the claim. Gestures towards a conclusion.		Provides an introduction to the claim. Attempts to inspire readers to care about the topic and/or claim. Provides a conclusion that connects to the writer's main claim. May reflect on the original claim.		Provides an introduction that orients the reader to what is most important in the argument. Concludes the essay with a section that highlights important points and facts from across the rest of the piece or brings in new, effective evidence.		Orients the reader to what's most important in the argument and offers some context. Provides a conclusion that strengthens or adds to the whole of the argument through new phrasing or insights.	

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W. Standard 5.1								
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.								
Structure: Creates an organizational structure	Attempts some organization, but this occurs mostly within a part of the text – overall organization is lacking.		Uses paragraphing to group supporting ideas and their relevant evidence. It’s clear how most sections have been organized.		Orders paragraphs in a structure that demonstrates some planning: may demonstrate least to most importance; chronological order; or follow the flow of the research text.		Organizes evidence to support each reason, making it clear which evidence supports which reasons. Within supporting paragraphs or sections, organizes evidence in an order that reads well and makes sense.	
Structure: Transitions	Some basic transitions are in place: (<i>for example, because.</i>) Reasons are connected to each other using simple linking words (<i>also, another</i>)		Uses words and phrases to connect different parts of the piece together: to demonstrate shifting from reasons to evidence (<i>e.g. “for instance”</i>) or to introduce a new point (<i>e.g. “in addition”</i>).		Uses transition words and phrases to connect evidence to reasons using phrases like <i>this shows that...</i> Helps the reader move through the essay with phrases such as <i>another reason, the most important reason.*</i> To demonstrate cause and effect, uses terms like <i>consequently, because of.</i>		Uses a variety of transitional phrases to help the reader understand the flow of the argument and the connection between evidence, reasons, and the writer’s position.	
Development: Elaboration	The writer provides reasons for the claim. Some information or explanation is provided..		Writes 2-3 sentences about each reason, including relevant examples and information. Most information supports the claim.		Includes a variety of evidence to support each reason (facts, examples, quotations, micro-stories, information). Discusses/explains some evidence.		Includes a variety of evidence from reliable sources to support each reason. Discusses/explains evidence and how it supports the claim.	x 2:

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W. Standard 5.1 Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.								Score
Language Conventions	<p>Most words are spelled conventionally, including some domain-specific vocabulary relevant to the topic.</p> <p>Capitalization, ending punctuation and use of commas in lists is mostly accurate.</p> <p>The writer uses a variety of sentences lengths.</p>		<p>High-frequency words and many Tier II and domain-specific vocabulary words are spelled conventionally.</p> <p>Some complex sentences are punctuated correctly with internal commas.</p>		<p>Uses commas to set off introductory parts of sentences (<i>At this time in history, it was common to...</i>)</p> <p>Approximates correct punctuation when quoting from sources.</p>		<p>Uses punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some sentences.</p> <p>Uses correct punctuation when quoting from sources.</p>	
R. Standard 5.1 Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.								
Development: Reading/Research	<p>Refers to more than one detail or example from the provided source(s).</p> <p>References to source material demonstrate a literal and inferential understanding of the details included.</p>		<p>Refers to multiple relevant, important details or examples from the provided source(s).</p> <p>References to source material demonstrate an accurate understanding of literal and inferential details from the text.</p>		<p>Quotes accurately when referring to the most relevant details from the provided source(s) to support the main claim.</p> <p>Demonstrates insightful understanding of literal and inferential details from the text.</p>		<p>Uses accurate citations to demonstrate an analytic reading of the source material, helping the reader see how particular passages from the reading support (or counter) the writer’s position on the topic.</p>	

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Writing Rubric Scoring Instructions:

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category “Development: Elaboration,” double the points and record in the box to the right, as indicated by the “x 2.” This is because elaboration counts more towards the overall success of the piece than other individual categories.

Finding an overall Reading/Writing Scaled Score:

- Add the total points from the reading and writing rubrics to come up with a raw score. Use the following table to calculate a scaled score:

Total Points	Scaled Score
1-9	1
9.5-13.5	1.5
14-18	2
18.5-22.5	2.5
23-27	3
27.5-31.5	3.5
32-36	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in the scaled score.**