

Forward Exam English Language Arts (ELA)

Short Write Task Rubrics for Grade 5

When reviewing these Rubrics, keep in mind:

- The rubrics are written at an educator level, not student level. Educators should use rubrics to provide guidance to students about expectations when answering these items.
- There are separate rubrics for each grade.
- Rubrics may not be used during testing.
- Rubrics are based on W2 and W3 in the ELA writing standards for each grade-level.
- [ELA Short Write Task Information and FAQs](#).

Grade 5 Opinion Rubric

3 Points	2 Points	1 Point
<p>The response to the prompt is appropriate and maintains a clear and concise focus that accurately reflects the opinion style of the writing. The response</p>	<p>The response to the prompt is limited in its focus and may inconsistently reflect the opinion style of the writing. The response</p>	<p>The response to the prompt lacks focus and may be inappropriate to the opinion style of the writing. The response</p>
<ul style="list-style-type: none"> creates an introduction that states an opinion or point of view about a topic and engages the reader. 	<ul style="list-style-type: none"> creates an introduction that states an opinion or point of view about a topic. 	<ul style="list-style-type: none"> lacks an introduction that states an opinion or point of view about a topic.
<ul style="list-style-type: none"> logically organizes connected details that support the opinion or point of view and develop the paragraph. 	<ul style="list-style-type: none"> partially organizes details that connect to or support the opinion or point of view in the paragraph. 	<ul style="list-style-type: none"> lacks details that support the opinion or point of view and develop the paragraph.
<ul style="list-style-type: none"> uses transitions and vocabulary to connect information and convey meaning in the paragraph. 	<ul style="list-style-type: none"> uses transitions and vocabulary to convey meaning in the paragraph. 	<ul style="list-style-type: none"> lacks transitions and vocabulary to convey meaning in the paragraph.
<ul style="list-style-type: none"> establishes a conclusion that supports the opinion or point of view stated and is appropriate to the opinion style of writing. 	<ul style="list-style-type: none"> provides an abrupt ending or conclusion that may be inappropriate to the opinion style of writing. 	<ul style="list-style-type: none"> lacks a clear ending or conclusion.
<ul style="list-style-type: none"> demonstrates a command of language. The response may contain errors, but the errors do not significantly interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> demonstrates a limited command of language. Some errors may interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> demonstrates little to no command of language. The response contains errors that significantly interfere with the overall meaning of the response.

Grade 5 Informative/Explanatory Rubric

3 Points	2 Points	1 Point
<p>The response to the prompt is appropriate and maintains a clear and concise focus that accurately reflects the informative style of the writing. The response</p>	<p>The response to the prompt is limited in its focus and may inconsistently reflect the informative style of the writing. The response</p>	<p>The response to the prompt lacks focus and may be inappropriate to the informative style of the writing. The response</p>
<ul style="list-style-type: none"> creates an introduction that communicates the topic and engages the reader. 	<ul style="list-style-type: none"> creates an introduction that connects to the topic. 	<ul style="list-style-type: none"> lacks an introduction that connects to the topic.
<ul style="list-style-type: none"> organizes information and links connected details logically that develop the paragraph. 	<ul style="list-style-type: none"> includes partially organized information and details that develop the paragraph. 	<ul style="list-style-type: none"> lacks information or details that develop the paragraph.
<ul style="list-style-type: none"> uses relevant transitions and vocabulary to connect information and convey meaning in the paragraph. 	<ul style="list-style-type: none"> uses transitions and vocabulary to convey meaning in the paragraph. 	<ul style="list-style-type: none"> lacks transitions and vocabulary to convey meaning in the paragraph.
<ul style="list-style-type: none"> establishes a conclusion that supports the topic and is appropriate to the informative style of writing. 	<ul style="list-style-type: none"> provides an abrupt ending or conclusion that may be inappropriate to the informative style of writing. 	<ul style="list-style-type: none"> lacks a clear ending or conclusion.
<ul style="list-style-type: none"> demonstrates a command of language. The response may contain errors, but the errors do not significantly interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> demonstrates a limited command of language. Some errors may interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> demonstrates little to no command of language. The response contains errors that significantly interfere with the overall meaning of the response.

Grade 5 Narrative Rubric

3 Points	2 Points	1 Point
<p>The response to the prompt is appropriate and maintains a clear and concise focus that accurately reflects the narrative style of the writing. The response</p>	<p>The response to the prompt is limited in its focus and may inconsistently reflect the narrative style of the writing. The response</p>	<p>The response to the prompt lacks focus and may be inappropriate to the narrative style of the writing. The response</p>
<ul style="list-style-type: none"> creates an introduction that establishes the situation and characters of a real or imagined experience that engages the reader. 	<ul style="list-style-type: none"> creates an introduction that establishes the situation or characters of a real or imagined experience. 	<ul style="list-style-type: none"> lacks an introduction that establishes the situation or characters of a real or imagined experience.
<ul style="list-style-type: none"> uses narrative techniques and descriptive details in a logical sequence to develop experiences and events. 	<ul style="list-style-type: none"> uses limited narrative techniques and descriptive details in a semilogical sequence to develop experiences and events. 	<ul style="list-style-type: none"> lacks narrative techniques and descriptive details that develop experiences and events.
<ul style="list-style-type: none"> uses relevant transitions and vocabulary to connect details in the narrative. 	<ul style="list-style-type: none"> uses transitions and vocabulary to connect details in the narrative. 	<ul style="list-style-type: none"> lacks transitions and vocabulary to connect details in the narrative.
<ul style="list-style-type: none"> establishes a conclusion that provides a resolution to the narrative. 	<ul style="list-style-type: none"> provides an abrupt ending or resolution to the narrative. 	<ul style="list-style-type: none"> lacks a clear ending or resolution to the narrative.
<ul style="list-style-type: none"> demonstrates a command of language. The response may contain errors, but the errors do not significantly interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> demonstrates a limited command of language. Some errors may interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> demonstrates little to no command of language. The response contains errors that significantly interfere with the overall meaning of the response.