

Revised Edition

Using Rubrics to Improve Student Writing

GRADE

5



Sally Hampton
Sandra Murphy
Margaret Lowry

NEW
STANDARDS®

Using Rubrics to Improve Student Writing

Grade 5

REVISED EDITION

Sally Hampton

Sandra Murphy

Margaret Lowry



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About the Authors

Sally Hampton is a Senior Fellow for America's Choice, Inc. Previously she served as Senior Scholar at the Carnegie Foundation for the Advancement of Teaching and as the Director of English Language Arts and Deputy Director of Research and Development for New Standards. She has taught in both urban and rural classrooms and developed reading and writing programs. Most recently she worked with Lauren Resnick to produce *Reading and Writing With Understanding*, a volume that addresses comprehension and composing in grades 4 and 5.

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About New Standards®

New Standards is a joint project of the Learning Research and Development Center at the University of Pittsburgh (Pennsylvania, USA) and The National Center on Education and the Economy (Washington, D.C., USA). From its beginning in 1991, New Standards was a leader in standards-based reform efforts. New Standards, heading a consortium of 26 U.S. states and 6 school districts, developed the New Standards® Performance Standards, a set of internationally competitive performance standards in English language arts, mathematics, science, and applied learning in grades 4, 8, and 10. New Standards also pioneered standards-based performance assessment, developing the New Standards® reference examinations and a portfolio assessment system to measure student achievement against the performance standards.

With support from the U.S. Department of Education, New Standards produced a collection of publications addressing literacy development, including the award-winning *Reading and Writing Grade by Grade*, as well as *Reading and Writing With Understanding, Speaking and Listening for Preschool Through Third Grade*, and a series on *Using Rubrics to Improve Student Writing* for kindergarten through fifth grade.

Preface

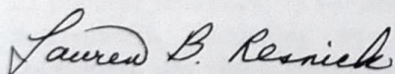
Writing is hard work, and teaching children to write well is very hard work. Your commitment to this challenge is vital to the future success of all the students you teach, both while they are in school and later, when they become active members of their communities.

This book provides tools to help you teach writing. It contains information about written genres and specialized rubrics that emphasize writing strategies. It also includes a collection of student work with commentaries that explain the strengths and weaknesses of the examples.

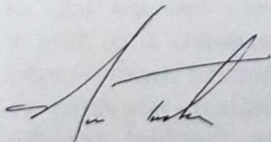
Not all the student writing in this book is at standard. Instead, we have provided you with samples that are spread out along a continuum of performance, from work that is exceptional to work that falls considerably below what children at this grade level should be expected to produce. This continuum will allow you to identify similar performances from your students and let you see how far from—or close to—standard they are. The rubrics and commentaries have been designed to provide a formative assessment to help you plan instruction.

The students whose work is included here were fortunate to have been taught by dedicated professionals like you, teachers who helped them write with exuberance and purpose about what they knew, what they thought, and what they wondered. They are novice writers, to be sure, but their potential is obvious in their ability to employ writing strategies and techniques to communicate with their audience.

We can all be guided and inspired by the work that follows.



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