### EAL Writing Rubrics: Grade 5-6

<table>
<thead>
<tr>
<th>Grades 5-6</th>
<th>A1.1</th>
<th>A1.2</th>
<th>A2.1</th>
<th>A2.2</th>
<th>B1.1</th>
<th>B1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>-prints/writes simple words with assistance</td>
<td>-beginning to use descriptive words when writing about familiar subjects</td>
<td>-uses some descriptive words</td>
<td>-regularly uses descriptive words</td>
<td>-uses academic vocabulary, with support</td>
<td>-uses academic vocabulary, with support</td>
</tr>
<tr>
<td>- knowledge of words</td>
<td>-may write words of personal relevance (e.g. mom, dad)</td>
<td>-beginning to use content area vocabulary, with support</td>
<td>-uses content area vocabulary, with support</td>
<td>-might include prepositions, with errors</td>
<td>-uses prepositions with increased accuracy</td>
<td>-uses a variety of words including words with multiple meanings and word forms</td>
</tr>
<tr>
<td>- word choice</td>
<td>-uses limited descriptive words, with support</td>
<td>-produces personal word lists of familiar or recurring vocabulary</td>
<td>-uses content area vocabulary</td>
<td>-uses content area vocabulary, with support</td>
<td>-uses content area vocabulary</td>
<td>-uses prepositions with accuracy</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>-writes alphabet independently</td>
<td>-represents sound-symbol relationships for all letters</td>
<td>-uses sight words with accuracy</td>
<td>-demonstrates knowledge of initial and final blends</td>
<td>-demonstrates knowledge of common spelling patterns</td>
<td>-demonstrates some control of word</td>
</tr>
<tr>
<td>- spelling</td>
<td>-uses a writing utensil correctly</td>
<td>-uses sound-symbol relationship single letter may represent word (beginning consonant)</td>
<td>-uses phonetic spelling for entire words</td>
<td>-demonstrates knowledge of diphthongs</td>
<td>-edits own work, with support</td>
<td>-demonstrates control of word</td>
</tr>
<tr>
<td>- phonemic awareness</td>
<td>-awareness of sound-symbol relationship</td>
<td>-little awareness of punctuation and capitalization rules</td>
<td>-demonstrates knowledge of digraphs</td>
<td>-spells common words with accuracy</td>
<td>-writes advanced punctuation, with errors</td>
<td>-uses advanced punctuation, with some accuracy</td>
</tr>
<tr>
<td>- print knowledge</td>
<td>-single letter may represent word</td>
<td>-uses sight words (and, is, the), with errors</td>
<td>-uses capitalization and punctuation accurately</td>
<td>-edits own work, with support</td>
<td>-uses advanced punctuation, with some accuracy</td>
<td>-uses grade/age appropriate conventions, with some errors</td>
</tr>
<tr>
<td>- punctuation</td>
<td>-uses word families in writing</td>
<td>-beginning to use phonetic spelling for most words (beginning and ending consonants)</td>
<td>-demonstrates knowledge of digraphs</td>
<td>-demonstrates knowledge of common spelling patterns</td>
<td>-edits own work</td>
<td>-uses advanced punctuation, with some accuracy</td>
</tr>
<tr>
<td>- capitalization</td>
<td>-uses sight words with accuracy</td>
<td>-uses phonetic spelling for entire words</td>
<td>-demonstrates knowledge of digraphs</td>
<td>-edits own work, with support</td>
<td>-uses advanced punctuation, with errors</td>
<td>-uses advanced punctuation, with some accuracy</td>
</tr>
<tr>
<td><strong>Grammar &amp; Syntax</strong></td>
<td>-demonstrates control of word</td>
<td>-demonstrates control of word</td>
<td>-demonstrates some control of word</td>
<td>-demonstrates control of word</td>
<td>-demonstrates control of word</td>
<td></td>
</tr>
<tr>
<td>- beginning to use singular and plurals,</td>
<td>-uses singular and plurals, with some</td>
<td>-uses singular and plurals correctly</td>
<td>-uses pronouns, with errors</td>
<td>-demonstrates some control of word</td>
<td>-demonstrates some control of word</td>
<td>-demonstrates some control of word</td>
</tr>
</tbody>
</table>

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*Saskatchewan Ministry of Education: CFR Writing Rubrics 1-8*
<table>
<thead>
<tr>
<th>Ideas</th>
<th>with assistance</th>
<th>errors</th>
<th>writes short sentences in simple past and continuous tense</th>
<th>writes short sentences using irregular past tense</th>
<th>order, with some errors</th>
<th>order, plurals and tenses</th>
</tr>
</thead>
</table>
| - relies on visuals or illustrations to convey meaning | - writes in simple present tense using a sentence frame (e.g. I like apples; I can jump)  
- uses subject-predicate order accurately, with assistance | - writes short sentences in simple past and continuous tense           | - uses common prepositions of location and direction, with errors    | - uses common prepositions of location and direction               | - uses subject-verb agreement with some errors  
- experiments with irregular past tense, with errors | - uses multiple verb tenses with greater accuracy  
- uses subject-verb agreement with increasing accuracy  
- uses irregular past tense, with greater accuracy |
| - may write L1 words to communicate  
- writes patterned, simple sentences on topics of personal relevance, with assistance | - prints/writes very simple informal messages  
- prints/writes simple information about themselves  
- prints/writes simple descriptions of everyday objects  
- writing may not make sense | - writes short sentences expressing wants and preferences  
- gives personal opinion, using a patterned frame  
- intended meaning is not always clear | - includes concrete details in writing  
- includes adjectives and adverbs  
- writes a summary sentence of a text’s main ideas | - describes everyday places, objects or events  
- adds details and explanations to convey meaning, with assistance  
- reflects on classroom learnings  
- writes about story elements (e.g. character, setting) with graphic organizer  
- summarizes simple text on familiar subjects | - recounts a personal experience, with details  
- describes feelings, experiences, and reactions  
- gives a brief, written description of a process or concept  
- adds details, examples and explanations to convey meaning  
- summarizes increasingly complex narrative or expository text  
- lists the advantages and disadvantages of things which are of personal concern (e.g. rules)  
- presents a personal opinion using familiar |

Saskatchewan Ministry of Education: CFR Writing Rubrics 1-8
| Organization | - uses left to right directionality  
- writes on the line | - ideas are beginning to be connected by topic | - ideas are on one topic  
- beginning to use transition words (e.g. first, next, then), with assistance  
- organizes by chronological sequence, with support | - uses transition words to indicate chronological order  
- organizes by chronological sequence  
- may repeat ideas frequently in order to compensate for lack of vocabulary  
- devises a timeline for a topic | - sequences text logically (e.g. strongest-weakest arguments), with assistance  
- writing is becoming more concise | - sequences text logically  
- writing is concise |
| --- | --- | --- | --- | --- | --- | --- |
| Form | - follows models  
- genre of writing  
- writing process  
- sentence variety  
- voice | - writes patterned sentences, with support  
- copies or prints/writes own name  
- labels a diagram or illustration using familiar words from a list  
- fills in gapped text using a word list of familiar words  
- relies on patterned sentences, with assistance  
- writes simple  
- uses compound sentences, with overuse of conjunctions (and, then)  
- labels charts, diagrams and maps  
- uses limited, repetitive phrases  
- creates patterned sentences following a model  
- begins to organize work using text features (titles, headings, dates)  
- writes questions independently | - uses complex sentences, with assistance  
- writes short personal text (e.g. letter, note)  
- writes a simple paragraph, with assistance  
- uses parts of the writing process | - uses complex sentences  
- produces writing in more than one genre (e.g. report, journal)  
- writes simple, short descriptive or expository text, with assistance  
- writes a simple paragraph  
- complete the writing process, with assistance  
- demonstrates awareness of an audience | - writes a variety of sentence types  
- writes a short descriptive, narrative or expository text  
- writes a detailed paragraph  
- writes a series of paragraphs on one topic  
- completes writing process  
- writing sometimes demonstrates awareness of audience | - writes a variety of sentence types  
- writes a short descriptive, narrative or expository text  
- writes a detailed paragraph  
- writes a series of paragraphs on one topic  
- completes writing process  
- writing sometimes demonstrates awareness of audience |
| questions, following a model  
| -responds to simple questions using a sentence frame | -responds to questions  
| -co-constructs a simple paragraph with teacher  
| -uses parts of the writing process (e.g. pre-writing), with assistance |