



Decorah Community Schools
5th Grade Writing
Quarter 1 Progress Report



Student Name:

Teacher Name: Mr. Peterson

Academic Achievement Key		Writing Progress
Consistently Exceeds Expectations	4	Quarter 1 Writing Grade: Comments:
Meets Expectations	3	
Approaching Expectations	2	
Developing/Below Expectations	1	
Not Assessed at this Time	N/A	

Fifth graders are expected to write fluently on various topics, to use short writing as an aid to thinking in various forms (informational, narrative, persuasive), and as a way to convey ideas in more formal written pieces.	Student Progress
Fluency – Begins quickly, and can write a significant quantity in one sitting	
Revising – Makes significant revisions to initial drafts given peer and adult support	
Gathering and using information (narrative) – Gathers research from own experiences and from own reading to help draft effective narratives	
Wide Writing – Writes on various topics and purposes including informational, narrative, and persuasive	n/a

Fifth graders are expected to use descriptive details with effective elaboration, clear event sequences, and conventional writing (spelling, paragraphs, end marks, capital letters, and commas) to create a narrative that conveys a theme.	Student Progress
Overall Theme – Chooses event and techniques that convey a meaning beyond the moment itself	
Organization – Writes effective opening and ending, and includes transitions to highlight the sequence of events, uses paragraph structure	
Author's Craft – Gives sufficient details and elaboration to show not just <i>what</i> a character did but <i>why</i> . Uses dialogue, figurative language, and narration effectively. Varies sentence length and style.	
Writing Conventions – Uses conventional spelling for grade appropriate words. Uses appropriate punctuation effectively, including all end marks and capital letters, but also including commas for clauses.	