

Welcome

to

**5th Grade
Back-to-School Night**

Mrs. Joannie Anthony
St. Lawrence Elementary and Middle Schools

September 9, 2008

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Dear 5th Grade Parents/Guardians,

Welcome to Back to School Night! I would also like to especially welcome Joshua Asunsolo, Victoria and Rosalia Costa, Jonathan delos Reyes, Jake Farrell, Anne Marie Ignacio, and Eric Kim, who are new to Saint Lawrence Elementary and Middle Schools.

Your child's learning experience is built on a cooperative effort between your child, you, and me. We can expect that through your participation in and out of the classroom, we can establish a strong, productive, creative and exciting foundation for your child's learning potential. I am open to and strongly encourage bilateral communication, in which the student, parent/guardian(s) and teacher are actively involved.

Since we have only a short time together this evening, I have prepared for you information regarding our curriculum, schedules, expectations, homework, grading, etc. Please refer to it, and feel free to contact me at (408-296-2260) if you have any questions or concerns. My email is janthony@saintlawrence.org.

Again, welcome to 5th grade! I look forward to a fantastic school year! May God continue to bless us all!

Regards,

Mrs. Joannie Anthony

5th Grade Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:05 Assembly/ Prayer	7:55 - 8:05 Assembly/ Prayer	7:55 - 8:05 Assembly/ Prayer (in classroom)	7:55 - 8:05 Assembly/ Prayer	7:55 - 8:05 Assembly/ Prayer
Attendance	Attendance	Attendance	Attendance	Attendance
8:05 - 9:00 Math	8:05 - 9:00 Math	8:05 - 8:20 Lang Arts – Spelling/Working with Words	8:05 - 9:00 Math	8:05 - 9:00 Math
9:00 - 9:30 Music	9:00 - 9:30 Lang Arts – Literature Circle/Writer’s Workshop	8:30 - 9:30 Mass (leave at 8:20 am)	9:00 - 9:30 Lang Arts – Literature Circle/Writer’s Workshop	9:00 - 9:30 Lang Arts – Literature Circle/Writer’s Workshop
9:30 - 9:50 Recess	9:30 - 9:50 Recess	9:30 - 9:50 Recess	9:30 - 9:50 Recess	9:30 - 9:50 Recess
9:50 - 10:30 Lang Arts – Spelling/Working with Words	9:50 - 10:30 Lang Arts – Spelling/Working with Words	9:50 - 10:10 Lang Arts – Writer’s Workshop	9:50 - 10:30 Lang Arts – Spelling/Working with Words	9:50 - 10:30 Lang Arts – Spelling/Working with Words
Lang Arts – Reading	Lang Arts – Reading		Lang Arts – Reading	Lang Arts – Reading
10:30 - 11:15 Science	10:30 - 11:15 Science lab/library	10:10 - 11:00 PE	10:30 - 11:15 Science lab/library	10:30 - 11:15 Science
11:15 - 11:55 Prayer/Lunch	11:15 - 11:55 Prayer/Lunch	11:00 - 11:15 Lang Arts – Journal Writing	11:15 - 11:55 Prayer/Lunch	11:15 - 11:55 Prayer/Lunch
		11:15 - 11:55 Prayer/Lunch		
		11:55 - 12:55 Math		
11:55 - 12:35 Religion	11:55 - 12:35 Religion	12:55- 1:20 Science	11:55 - 12:30 Religion	11:55 - 12:35 Religion
			Social Studies 2nd Thurs of month 12:00 - 12:30 SCPD Monthly Mtg. Safety Patrol	
12:35 - 1:20 Social Studies	12:20 - 1:20 Social Studies - DARE	1:20 - 1:45 Lang Arts – Reading	12:30 - 1:20 Social Studies	12:35 - 1:20 Social Studies
1:20 - 1:30 Recess	1:20 - 1:30 Recess	1:45 - 1:50 Prayer/Hwk//jobs/	1:20 - 1:30 Recess	1:20 - 1:30 Recess
1:30 - 2:15 Lang Arts – Writer’s Workshop	1:30 - 2:00 Lang Arts – Writer’s Workshop		1:30 - 2:15 Lang Arts – Writer’s Workshop	1:30 - 2:15 Lang Arts – Writer’s Workshop
2:15 - 2:45 SSR/Math Intervention	2:00 - 2:30 Spanish	2:00 Dismissal	2:15 - 2:45 SSR/Math Intervention	2:15 - 2:45 SSR/Math Intervention
2:45 - 3:00 Prayer/Hwk/jobs	2:30 - 2:45 SSR/Math Intervention		2:45 - 3:00 Prayer/Hwk/jobs	2:45 - 3:00 Prayer/Fri Folders/jobs
	2:45 - 3:00 Prayer/Hwk/jobs/			
3:00 Dismissal	3:00 Dismissal		3:00 Dismissal	3:00 Dismissal

5th Grade Weekly Schedule 2008-2009 (with 12:30 Wednesdays)

Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:05 Assembly/ Prayer	7:55 - 8:05 Assembly/ Prayer	7:55 - 8:05 Assembly/ Prayer (in classroom)	7:55 - 8:05 Assembly/ Prayer	7:55 - 8:05 Assembly/ Prayer
Attendance	Attendance	Attendance	Attendance	Attendance
8:05 - 9:00 Math	8:05 - 9:00 Math	8:05 - 8:20 Lang Arts – Spelling/Working with Words	8:05 - 9:00 Math	8:05 - 9:00 Math
9:00 - 9:30 Music	9:00 - 9:30 Lang Arts – Literature Circle/Writer’s Workshop	8:30 - 9:30 Mass (leave at 8:20 am)	9:00 - 9:30 Lang Arts – Literature Circle/Writer’s Workshop	9:00 - 9:30 Lang Arts – Literature Circle/Writer’s Workshop
9:30 - 9:50 Recess	9:30 - 9:50 Recess	9:30 - 9:50 Recess	9:30 - 9:50 Recess	9:30 - 9:50 Recess
9:50 - 10:30 Lang Arts – Spelling/Working with Words	9:50 - 10:30 Lang Arts – Spelling/Working with Words	9:50 - 10:10 Lang Arts – Literature Circle/Writer’s Workshop	9:50 - 10:30 Lang Arts – Spelling/Working with Words	9:50 - 10:30 Lang Arts – Spelling/Working with Words
Lang Arts – Reading	Lang Arts – Reading		Lang Arts – Reading	Lang Arts – Reading
10:30 - 11:15 Science	10:30 - 11:15 Science lab/library	10:10 - 11:00 PE	10:30 - 11:15 Science lab/library	10:30 - 11:15 Science
11:15 - 11:55 Prayer/Lunch	11:15 - 11:55 Prayer/Lunch	11:00 - 11:15 Lang Arts – Journal Writing	11:15 - 11:55 Prayer/Lunch	11:15 - 11:55 Prayer/Lunch
11:55 - 12:35 Religion	11:55 - 12:35 Religion	11:15 - 12:15 Math	11:55 - 12:30 Religion Social Studies 2nd Thurs of month 12:00 - 12:30 SCPD Monthly Mtg. Safety Patrol	11:55 - 12:35 Religion
12:35 - 1:20 Social Studies	12:20 - 1:20 Social Studies - DARE	12:15 - 12:30 Prayer/Hwk//jobs/	12:30 - 1:20 Social Studies	12:35 - 1:20 Social Studies
1:20 - 1:30 Recess	1:20 - 1:30 Recess	12:30 Dismissal	1:20 - 1:30 Recess	1:20 - 1:30 Recess
1:30 - 2:15 Lang Arts – Writer’s Workshop	1:30 - 2:00 Lang Arts – Writer’s Workshop		1:30 - 2:15 Lang Arts – Writer’s Workshop	1:30 - 2:15 Lang Arts – Writer’s Workshop
2:15 - 2:45 SSR/Math Intervention	2:00 - 2:30 Spanish		2:15 - 2:45 SSR/Math Intervention	2:15 - 2:45 SSR/Math Intervention
2:45 - 3:00 Prayer/Hwk/jobs	2:30 - 2:45 SSR/Math Intervention 2:45 - 3:00 Prayer/Hwk/jobs/		2:45 - 3:00 Prayer/Hwk/jobs	2:45 - 3:00 Prayer/Fri Folders/jobs
3:00 Dismissal	3:00 Dismissal		3:00 Dismissal	3:00 Dismissal

Important News

- **Sally Foster** – please support this valuable fundraiser for the school by at least selling one item – the more you sell, the more profit comes back to the school. Also, please remember that the Entertainment book costs \$25. You have received one with your child's name on it. Please use it as a sample to sell and then either send in a check for \$25 OR send back the Entertainment book with final orders by September 26th!
- **Children's Liturgies** - The school participates in weekly Mass. Please ensure that your child wears a full uniform on that day. We encourage parent participation at these liturgies as well.
- **ITBS testing** – Testing takes place between Sept. 15th – 26th; ensure your child has plenty of sleep and a good breakfast.
- **Disney's Environmental Challenge** – in lieu of the Science Fair, 5th grade class is considering this 4-month long project that focuses on the environment. More details will be coming later.
- **Scholastic Kids Are Authors** – Students are encouraged to write, illustrate and submit books for publishing (student teams of 3 or more)
- **Scholastic Book orders** – bi-weekly from Scholastic Books, Troll Books, etc. (make checks payable to Scholastic Books, not SLEMS, no cash)

Student Expectations

- All students are expected to come to school ready to learn. This not only means that they have a good night's sleep and a healthy breakfast, but also that they have all the materials they need to do their work.
- Please check with your child that he/she has the daily homework and materials needed for the day; we ultimately want the students to be responsible, but at this age they still need adult help occasionally with staying organized.
- Please ensure that your child is here to start at 7:55 a.m. to participate in the school opening prayers and assembly. If a child comes in tardy, ultimately she/he feels rushed and this impacts your child's ability to focus and concentrate.

Learning Philosophy

The Catholic education philosophy identifies that each child is capable of learning. To achieve this, I integrate the teaching of life skills and provide a fun, safe, comfortable environment that supports individual instruction and nurtures critical thinking development, increased self-assurance, and a desire to learn.

Curriculum

Our 5th grade course of study is based on the academic standards set forth by the Diocese of San Jose as well as the California Department of Education. You can access these standards at <http://www.cde.ca.gov/be/st/ss/>.

Classroom Management

Each child is responsible for his/her own behavior. Our classroom community goal is to positively reinforce good behavior and to emulate the teachings of Jesus. Rules for proper behavior have been discussed by the class. All of the students understand the type of behavior expected from them and are aware of the rewards/consequences for individual, as well as class behavior. Please also refer to the Parent-Student Handbook regarding the Diocesan policy on discipline in the school.

Classroom Rules

- Respect self, others, school property
- Respect the speaker—listen carefully (use class hand signals to speak)
- Be responsible.
- Do your best.

Consequences for Breaking the Rules

To promote positive behavior, we use a behavior book in our classroom. The first time a student writes a check next to his/her name in the behavior book for a discipline infraction is considered a warning. This is a way to distract the student from any negative behavior and give him/her the chance to re-focus quickly.

If the student checks the behavior book twice in one day, this gives the student a chance to think about his/her action and decide what he/she needs to do to re-focus his/her attention. In addition, a time-out on the bench at recess gives the student time to reflect on his/her conduct.

If the student receives a third check in one day, the student will write a letter of apology to the class identifying what the misbehavior was and how he/she will change his/her behavior to eliminate further distractions to the class. This letter must then be signed by a parent/guardian and returned the next day. If a student receives three checks in a single day for more than two days in a week, that student will receive detention for interfering with the learning of the student and/or other students.

Referral to Principal - If a student commits a major offense such as fighting, intentional destruction of property, foul language, overtly cheating, etc., they will be sent to the office immediately for intervention by the Principal.

Detention - Detention can be assigned based on the severity or habitual behavior of a student. Detention will be served on an assigned Thursday morning at 7:00 am in the room determined by Mr. Phil Dolan, Vice Principal of the Middle School.

Parent/Teacher conference - habitual behavior problems that do not improve with encouragement and reward systems are dealt with on an individual basis, which always includes parent involvement.

Individual Rewards for Citizenship:

In addition to positive phone calls, emails, or praise notes sent home, a student can earn:

- **No Homework Pass**—students who have attained two consecutive weeks of no check marks in the Behavior Log earn a “No Homework Pass” (can not be used for reading/writing homework)
- **Student “teacher”**- students who participate in class and are willing to explain/demonstrate a lesson concept to the class will achieve a “teacher ticket”. Students will accumulate “teacher tickets” and redeem them for “free time/independent study time” throughout the year.

Nutrition/Recess Snacks

- Do not pack “fast food” lunches for your child – make sure your child has fiber, vegetables, and fruit!
- Pack a healthy snack for morning recess – your child needs “food for thought”

Wednesday Envelopes

Please take time to read the contents of the large, brown envelope, it contains important information. Take out the contents and send the envelope back to school the very next day.

Parent Volunteers

- Reading groups/One-on-One Reading
- Field trip chaperones
- Bulletin boards
- Assembly of online reading books
- Copying of papers
- Scholastic Book Orders – order management
- Filing

Absence/Vacation

- It is important that you arrange trips and vacations during regularly scheduled holidays. If you plan on going on vacation, your student will be responsible for any make-up work he/she has missed.
- If your student must be away from school for a special reason please notify me and the office in advance. Frequent or numerous absences from school may result in a recommendation for retention.
- If your student is absent due to an illness, make-up work must be completed and submitted with a reasonable timeframe, usually one day for each day of absence. Homework assignments can also be found on the 5th grade website <http://www.quia.com/pages/stlawrence5thgrade.html>
- A student must have a written excuse, or a doctor's note to be excused from the missed work and to make up a test or quiz that he or she may have missed.
- No credit is given for late assignments without an excused absence or emergency.

Birthdays

- To celebrate your student's birthday you can send a gift-wrapped game, book, or puzzle to school for the birthday student to give to the class.

5th Grade Website

Check our 5th grade class web page <http://www.quia.com/pages/stlawrence5thgrade.html> for the daily homework, the latest writings by your children and other pertinent information for our class.

Elementary Science Website

This site is hosted by Mrs. Michelle Varnau, our elementary school science specialist. Go to: <http://www.quia.com/pages/stlawrenceelemsci.html> for information on the science lab experiments we do in class, as well as information on recycling.

Homework

- Based on diocesan guidelines, homework is approximately 45-60 minutes. Your student should be prepared to review homework daily.
- Please check with your student, as well as this website, every night for your student's assignments.
- Students are to do their homework to the best of their ability. ***Homework is worth 15% of your student's overall grade.***
- Homework is assigned on Monday – Thursday and includes nightly spelling, math, and reading of social studies, science, or religion. Students should also be prepared for quizzes and weekly spelling tests.
- Periodically students are assigned to give an oral presentation to the class (book report, recite a poem, share a personal experience, etc.). The assignments for the oral presentation will be listed on the website.
- All homework assignments are to be completed and turned in on the day they are due for full credit. If NOT turned in, the student is expected to complete and return the homework on the second day for partial credit. Any homework not completed will receive 0 points towards the homework grade.

In-Class Work

Each student is expected to do his/her own work to the best of his/her ability (effort, neatness, completeness)—if a student fails to complete in-class work, it will become homework. All in-class work and homework includes student name and student id#. *In-class work is considered class participation and is worth 15% of your child's overall grade.*

Quizzes/Projects

- Quizzes will generally be given once to twice a week and cover content read the night before for homework or covered in the previous day's lesson. Projects provide opportunities for the students to apply and extend their learning beyond standard assessments. These projects are to be worked on both in class and at home to give the student time to do the necessary research. *Quizzes/Projects are worth 25% of your student's overall grade.*
- 1st trimester – Social Studies/Writing: Create an explorer's journal documenting experience visiting a Native American village.
- 2nd trimester—Writing: Kids Are Authors
- 3rd trimester— Elementary Science Fair???
- All semesters – book report project every other month

Grading

Grades are recorded as letter grades (A, A-, B+, B, etc.) as identified on the Diocese of San Jose Grades 4-8 Report Card.

Rubrics

Rubrics will be used when grading assignments. This ensures a more objective and homogeneous grading process, especially when grading written assignments, oral presentations, and projects.

Saint Lawrence Elementary and Middle Schools

5th Gr. – Paragraph and Expository Report Writing Rubric

Mrs. Joannie Anthony

Criteria	Outstanding	Satisfactory		Needs Improvement
	4 "Wow!"	3 "You Made It!"	2 "Almost There!"	1 "Needs Work!"
Organization	<ul style="list-style-type: none"> Strong topic sentence Reasons, details, facts clearly support topic Uses a variety of transitions or connects ideas successfully Interesting examples and/or explanations Conclusion restates topic in a new way 	<ul style="list-style-type: none"> Clear topic sentence on topic Reasons, details, facts are easy to identify Simple transitions Simple examples and/or explanations Simple conclusion or restates topic 	<ul style="list-style-type: none"> Attempts to write a topic sentence Attempts reasons, details, facts Attempts simple transitions Attempts simple examples and/or explanations Attempts simple conclusion; restates topic sentence 	<ul style="list-style-type: none"> No topic sentence Reasons, details, facts are absent or do not match topic No transitions No examples and/or explanations No conclusion
Content	<ul style="list-style-type: none"> Information is interesting; relates to topic Several examples that support the topic Well developed prompt or topic Two or more paragraphs of four or five sentences 	<ul style="list-style-type: none"> Information relates to topic Simple examples that support the topic Clearly addresses the prompt or topic Two or more paragraphs of four or five sentences 	<ul style="list-style-type: none"> Information repeated or wanders from the topic Few examples that support the topic, very little explanation Attempts to develop the prompt or topic Two paragraphs of four or five sentences 	<ul style="list-style-type: none"> Information is unclear or missing No examples that support the topic, no explanation Off the prompt or topic One paragraph of four or five sentences
Style	<ul style="list-style-type: none"> Variety in way sentences begin Descriptive words used effectively Paragraph reflects a specific purpose 	<ul style="list-style-type: none"> Simple, complete sentences Basic descriptive words Paragraph fits the purpose 	<ul style="list-style-type: none"> Short, simple sentences that begin the same way Repeated words or phrases Paragraph begins to fit the purpose by needs development 	<ul style="list-style-type: none"> Fragments; sentences do not make sense No descriptive words No clear purpose in writing
Grammar/ Mechanics: <ul style="list-style-type: none"> Capitalization Usage Punctuation Spelling 	<ul style="list-style-type: none"> Has less than 5 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> Has 6-8 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> Has 9-11 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> Has more than 11 capitalization, usage, punctuation, or spelling errors in final draft
References (for reports)	<ul style="list-style-type: none"> Work displays the correct number of references, written correctly. 	<ul style="list-style-type: none"> Reference section was completed incorrectly 	<ul style="list-style-type: none"> Reference section was completed incorrectly, missing some references 	<ul style="list-style-type: none"> Work displays no references.
Neatness	<ul style="list-style-type: none"> Final report is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. 	<ul style="list-style-type: none"> Final report is readable, neat, and attractive. It may have 1 or 2 erasures, but they are not distracting. 	<ul style="list-style-type: none"> Final report is readable and some of the pages are attractive. There are a few erasures, but they are not distracting. 	<ul style="list-style-type: none"> Final report is not neat or attractive. It is illegible, and the erasure marks make it sloppy, and not clean.

Saint Lawrence Elementary and Middle Schools

5th Gr. – Narrative and Story Writing Rubric

Mrs. Joannie Anthony

Criteria	Outstanding	Satisfactory		Needs Improvement
	4 "Wow!"	3 "You Made It!"	2 "Almost There!"	1 "Needs Work!"
Organization	<ul style="list-style-type: none"> Well developed plan/outline 	<ul style="list-style-type: none"> Clear plan/outline 	<ul style="list-style-type: none"> Attempts a plan/outline 	<ul style="list-style-type: none"> No plan
	<ul style="list-style-type: none"> Interesting opening grabs the reader Well developed beginning introduces setting, characters, & problem Events in middle clearly explained Varied story connectors enhance flow of story Ending resolves problem in a memorable way 	<ul style="list-style-type: none"> Common/simple opening begins story Clear beginning introduces setting, characters, & problem Events in middles simply listed Simple story connectors Ending clearly resolves problem 	<ul style="list-style-type: none"> Attempts to write an opening Simple beginning attempts to introduce setting, characters, & problem Events in middle confusing Attempts story connectors Story ends abruptly 	<ul style="list-style-type: none"> No opening Writing starts without introducing setting, characters, or problem No events No story connectors Writing just stops
Content	<ul style="list-style-type: none"> A variety of information given to understand story/characters Well-sequenced events show how characters solve problem/reach goal Detailed descriptions and actions develop characters 	<ul style="list-style-type: none"> Simple information given to understand story/characters Simple sentences in correct sequence solve problem/reach goal Simple descriptions of characters 	<ul style="list-style-type: none"> Little information given to understand story/characters Sequence of events unclear or disconnected Incomplete character description 	<ul style="list-style-type: none"> Not enough information No sequence of events Character unclear or confusing
	<ul style="list-style-type: none"> Variety in way sentences begin Descriptive words used effectively Story flows; entertains reader 	<ul style="list-style-type: none"> Simple, complete sentences Basic descriptive words Story makes sense; easy to follow 	<ul style="list-style-type: none"> Short, simple sentences that begin the same way Repeated words or phrases Story is confusing; some parts don't make sense 	<ul style="list-style-type: none"> Fragments; sentences do not make sense No descriptive words No sense of story
Grammar/ Mechanics: <ul style="list-style-type: none"> Capitalization Usage Punctuation Spelling 	<ul style="list-style-type: none"> Less than 5 capitalization, usage, punctuation, or spelling errors in final draft <p><i>Errors don't interfere with reading or understanding the writing</i></p>	<ul style="list-style-type: none"> 6-8 capitalization, usage, punctuation, or spelling errors in final draft <p><i>Errors don't interfere with reading or understanding the writing</i></p>	<ul style="list-style-type: none"> 9-11 capitalization, usage, punctuation, or spelling errors in final draft <p><i>Errors that slow down the reader</i></p>	<ul style="list-style-type: none"> More than 11 capitalization, usage, punctuation, or spelling errors in final draft <p><i>Errors that interfere with reading</i></p>
	<ul style="list-style-type: none"> Final narrative/story is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. 	<ul style="list-style-type: none"> Final narrative/story is readable, neat, and attractive. It may have 1 or 2 erasures, but they are not distracting. 	<ul style="list-style-type: none"> Final narrative/story is readable and some of the pages are attractive. There are a few erasures, but they are not distracting. 	<ul style="list-style-type: none"> Final narrative/story is not neat or attractive. It is illegible, and the erasure marks make it sloppy, and not clean.

Saint Lawrence Elementary and Middle Schools

5th Gr. – Book Report Rubric

Mrs. Joannie Anthony

Criteria	Outstanding	Satisfactory		Needs Improvement
	4 "Wow!"	3 "You Made It!"	2 "Almost There!"	1 "Needs Work!"
Organization	<ul style="list-style-type: none"> • Interesting opening grabs the reader • Well developed summary introduces setting, characters, & problem • Well developed personal reflection with recommendation for book 	<ul style="list-style-type: none"> • Common/simple opening • Clear summary introduces setting, characters, & problem • Clear personal reflection with recommendation for book 	<ul style="list-style-type: none"> • Attempts to write an opening • Simple summary attempts to introduce setting, characters, & problem • Simple personal reflection with no recommendation for book 	<ul style="list-style-type: none"> • No opening • No clear and brief summary to introduce setting, characters, or problem • No personal reflection or recommendation for book
Content	<ul style="list-style-type: none"> • Title, illustrator, and author information is included. • Wrote two or more complete sentences for each question • Well developed illustration is attached to written report. 	<ul style="list-style-type: none"> • Title, illustrator, and author information is included. • Wrote two complete sentences for each question • A neat, colorful illustration is attached to written report. 	<ul style="list-style-type: none"> • Title, illustrator, or author information is missing. • Wrote one simple sentence for each question • A simple, colorful illustration is attached to written report. There are a few erasures but they are not distracting. 	<ul style="list-style-type: none"> • Title, illustrator, or author information is missing. • Wrote one simple sentence for each question • A simple, colorful illustration is attached to written report. There are erasure marks that make it sloppy, and not clean
Style	<ul style="list-style-type: none"> • Variety in way sentences begin • Descriptive words used effectively • Summary reflects well developed critical thinking 	<ul style="list-style-type: none"> • Simple, complete sentences • Basic descriptive words • Summary reflects clear critical thinking 	<ul style="list-style-type: none"> • Short, simple sentences that begin the same way • Repeated words or phrases • Summary reflects simple thinking 	<ul style="list-style-type: none"> • Fragments; sentences do not make sense • No descriptive words • Summary reflects little or no critical thinking
Grammar/ Mechanics: <ul style="list-style-type: none"> • Capitalization • Usage • Punctuation • Spelling 	<ul style="list-style-type: none"> • Has less than 5 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> • Has 6-8 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> • Has 9-11 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> • Has more than 11 capitalization, usage, punctuation, or spelling errors in final draft
Neatness	<ul style="list-style-type: none"> • Final report is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. 	<ul style="list-style-type: none"> • Final report is readable, neat, and attractive. It may have 1 or 2 erasures, but they are not distracting. 	<ul style="list-style-type: none"> • Final report is readable and some of the pages are attractive. There are a few erasures, but they are not distracting. 	<ul style="list-style-type: none"> • Final report is not neat or attractive. It is illegible, and the erasure marks make it sloppy, and not clean.

Saint Lawrence Elementary and Middle Schools

5th Gr. – Oral Presentation Rubric

Mrs. Joannie Anthony

Criteria	Outstanding 4 "Wow!"	Satisfactory		Needs Improvement 1 "Needs Work!"
		3 "You Made It!"	2 "Almost There!"	
Preparation	<ul style="list-style-type: none"> Student prepared beyond level of presentation. Student presented on assigned date. 	<ul style="list-style-type: none"> A good amount of preparation was done. Student presented on assigned date. 	<ul style="list-style-type: none"> Some preparation was done. Student presented on assigned date. 	<ul style="list-style-type: none"> Did not prepare enough for presentation Missed assigned date for presentation
Visuals	<ul style="list-style-type: none"> Student created excellent visual aids. 	<ul style="list-style-type: none"> There were clear and interesting visual aids. 	<ul style="list-style-type: none"> There were a few visual aids. 	<ul style="list-style-type: none"> There were no helpful visual aids.
Speaking and Audience Contact	<ul style="list-style-type: none"> Held the attention of the audience and spoke very expressively 	<ul style="list-style-type: none"> Looked at the audience and spoke clearly 	<ul style="list-style-type: none"> Looked at the audience some of the time and used a soft voice 	<ul style="list-style-type: none"> Did not look at the audience and was not loud enough
Overall Understanding of Topic	<ul style="list-style-type: none"> Student understood the entire topic and found extra information 	<ul style="list-style-type: none"> Student understood the entire topic 	<ul style="list-style-type: none"> Student understood most of the topic 	<ul style="list-style-type: none"> Student did not show sufficient understanding of the topic
Teaching value for other students	<ul style="list-style-type: none"> Helped other students understand the topic and enjoy the presentation 	<ul style="list-style-type: none"> Helped other students understand the topic well 	<ul style="list-style-type: none"> Helped other students to learn something 	<ul style="list-style-type: none"> Did not help other students learn about the topic

Saint Lawrence Elementary and Middle Schools

5th Gr. – Letter Writing Rubric

Mrs. Joannie Anthony

Criteria	Outstanding 4 "Wow!"	Satisfactory		Needs Improvement 1 "Needs Work!"
		3 "You Made It!"	2 "Almost There!"	
Salutation and Closing	<ul style="list-style-type: none"> • Interesting opening/introduction grabs the reader • Greeting and closing have no errors in capitalization and punctuation. 	<ul style="list-style-type: none"> • Common/simple opening/introduction begins letter • Greeting and closing have 1-2 errors in capitalization and punctuation. 	<ul style="list-style-type: none"> • Attempts to write an opening/introduction • Greeting and closing have 3 or more errors in capitalization and punctuation. 	<ul style="list-style-type: none"> • No opening/introduction • Greeting and/or closing are missing.
Organization (Body of letter)	<ul style="list-style-type: none"> • Strong topic sentence • Reasons, details, facts clearly support topic • Uses a variety of transitions or connects ideas successfully • Interesting examples and/or explanations • Closing restates topic in a new way 	<ul style="list-style-type: none"> • Clear topic sentence on topic • Reasons, details, facts are easy to identify • Simple transitions • Simple examples and/or explanations • Simple closing or restates topic 	<ul style="list-style-type: none"> • Attempts to write a topic sentence • Attempts reasons, details, facts • Attempts simple transitions • Attempts simple examples and/or explanations • Attempts simple closing; restates topic sentence 	<ul style="list-style-type: none"> • No topic sentence • Reasons, details, facts are absent or do not match topic • No transitions • No examples and/or explanations • No closing
Content	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.
Style	<ul style="list-style-type: none"> • Variety in way sentences begin • Descriptive words used effectively • Paragraph reflects a specific purpose 	<ul style="list-style-type: none"> • Simple, complete sentences • Basic descriptive words • Paragraph fits the purpose 	<ul style="list-style-type: none"> • Short, simple sentences that begin the same way • Repeated words or phrases • Paragraph begins to fit the purpose by needs development 	<ul style="list-style-type: none"> • Fragments; sentences do not make sense • No descriptive words • No clear purpose in writing
Grammar/ Mechanics: • Capitalization • Usage • Punctuation • Spelling	<ul style="list-style-type: none"> • Has less than 5 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> • Has 6-8 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> • Has 9-11 capitalization, usage, punctuation, or spelling errors in final draft 	<ul style="list-style-type: none"> • Has more than 11 capitalization, usage, punctuation, or spelling errors in final draft
Neatness	<ul style="list-style-type: none"> • Final letter is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. 	<ul style="list-style-type: none"> • Final letter is readable, neat, and attractive. It may have 1 or 2 erasures, but they are not distracting. There are no crossed-out words. 	<ul style="list-style-type: none"> • Final letter is readable and neat. There are a few erasures, but they are not distracting. There are no crossed out words. 	<ul style="list-style-type: none"> • Final letter is not neat or clean. It is illegible, and the erasure marks or crossed-out words make it sloppy.