

Informative/Explanatory Writing Rubric Grade 5

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ Introduces a topic (6W2a) ▪ organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect (6W2a) ▪ Uses appropriate transitions to clarify the relationships among ideas and concepts. (6W2c) ▪ skillfully provides a concluding statement or section related to the information or explanation presented (6W2f) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic clearly providing a general observation and focus (5W2a) ▪ groups related information logically (5W2a) ▪ links ideas within and across categories of information using words, phrases, and clauses (5W2c) ▪ provides a concluding statement or section related to the information or explanation presented (5W2e) ▪ produce clear and coherent writing appropriate to task, purpose, and audience (5W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the topic with a general observation or focus ▪ attempts to group related information logically ▪ attempts to link ideas within and across categories of information using words, phrases, and clauses ▪ attempts to provide a concluding statement or section related to the information or explanation presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the topic with a general observation or focus ▪ makes little or no attempt to group related information logically ▪ makes little or no attempt to link ideas within and across categories of information using words, phrases, and clauses ▪ makes little or no attempt to provide a concluding statement or section related to the information or explanation presented ▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>Organization / Purpose 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> ▪ develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (6W2b) ▪ includes formatting, graphics, and multimedia when useful to aiding comprehension (6W2a) ▪ skillfully uses precise language and domain-specific vocabulary to inform about or explain the topic (6W2d) ▪ uses relevant information from multiple print and digital sources (6W8) ▪ quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8) ▪ provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic (5W2b) ▪ includes formatting, illustrations, and multimedia when useful to aiding comprehension (5W2a) ▪ uses precise language and domain-specific vocabulary to inform about or explain the topic (5W2d) ▪ uses relevant information from experiences or print and digital sources (5W8) ▪ summarizes or paraphrases information in finished work (5W8) ▪ provides a list of sources, when appropriate (5W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to develop the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic ▪ attempts to include formatting, illustrations, and multimedia when useful to aiding comprehension ▪ attempts to use precise language and domain-specific vocabulary to inform about or explain the topic ▪ attempts to use relevant information from experiences or print and digital sources ▪ attempts to summarize or paraphrase information in finished work ▪ attempts to provide a list of sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic ▪ makes little or no attempt to include formatting, illustrations, and multimedia when useful to aiding comprehension ▪ makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic ▪ makes little or no attempt to use relevant information from experiences or print and digital sources ▪ makes little or no attempt to summarize or paraphrase information in finished work ▪ makes little or no attempt to provide a list of sources, when appropriate 	<p>Evidence/ Elaboration 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> ▪ Establishes and maintains a formal style (6W2e) ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)* ▪ has errors that do not interfere with understanding (6L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)* ▪ has errors that do not interfere with understanding (5L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	<p>Language/ Conventions 1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

**CONVENTIONS CHART
GRADE 5**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spell grade-appropriate words correctly consulting references as needed (5L2e) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Use punctuation to separate items in a series (5L2a) Use a comma to separate an introductory element from the rest of the sentence (5L2b) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) (5L2c) 	<p>Verbs:</p> <ul style="list-style-type: none"> Use the perfect tense (e.g., <i>I had walked, I have walked; I will have walked</i>) (5L1b) Uses verb tense to convey various times, sequences, states, and conditions (5L1c) Avoids inappropriate shifts in verb tense* (5L1d) <p>Conjunctions:</p> <ul style="list-style-type: none"> Use correlative conjunction (e.g., <i>either/or, neither/nor</i>) (5L1e) <p>Agreement:</p> <ul style="list-style-type: none"> Use agreement rules from previous grade (L1a) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Use from previous grade (L1g) 	<ul style="list-style-type: none"> Use previous grade (L1g)

* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.