





















5th Grade “Seven-Point” “Two-Trait” Rubric
 “Trait 1” for Informational/Explanatory Genre

Description	Points	Criteria
 <p>Idea Development, Organization, and Coherence This trait contributes 4 of 7 points to the score for this genre and writer’s ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</p>	4	<p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none">  Effectively introduces a topic  Groups related ideas together logically to give some organization to the writing  Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic  Effectively uses linking words and phrases to connect ideas within and across categories of information  Uses precise language and domain-specific vocabulary to explain the topic  Provides a strong concluding statement or section related to the information or explanation presented
	3	<p><i>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none">  Introduces a topic  Develops the topic with some facts, definitions, and details  Groups some related ideas together to give partial organization to the writing  Uses some linking words to connect ideas within and across categories of information, but relationships may not always be clear  Uses some precise language and domain-specific vocabulary to explain the topic  Provides a concluding statement or section
	2	<p><i>The student’s response is an incomplete or oversimplified informative/ explanatory text that cursorily examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details • Attempts to group some related ideas together but organization is not clear • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that do not clearly explain the topic • Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Provides a minimal or no concluding statement or section
	0	<p><i>The student’s response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> × Code A: Blank × Code B: Copied × Code C: Too Limited to Score/Illegible/Incomprehensible × Code D: Non-English/Foreign Language × Code E: Off Topic/Off Task/Offensive

5th Grade “Seven-Point” “Two-Trait” Rubric
 “Trait 2” for Informational/Explanatory Genre

Description	Points	Criteria
 <p>Language Usage and Conventions</p> <p><i>This trait contributes 3 of 7 points to the score for this genre and examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none">  Has clear and complete sentence structure, with appropriate range and variety  Shows knowledge of language and its conventions when writing  Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none">  Has complete sentences, with some variety  Shows some knowledge of language and its conventions when writing  Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student’s response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> × Code A: Blank × Code B: Copied × Code C: Too Limited to Score/Illegible/Incomprehensible × Code D: Non-English/Foreign Language × Code E: Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.