5th Grade Informative/Explanatory Writing Rubric

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	**RI.5.1 or RL.5.1**	**(Citing Text) The writing:** ☐ provides accurate and relevant quotes from a text when explaining what the text says explicitly. ☐ provides accurate and relevant quotes from a text when drawing inferences from the text.	**(Citing Text) The writing:** ☐ offers a few quotes from a text when explaining what is stated in the text. ☐ offers a few quotes from what can be inferred from the text.	**(Citing Text) The writing:** ☐ provides little to no quotes from a text when explaining what is stated in the text; may provide irrelevant or incorrect quotes. ☐ provides little to no quotes from what can be inferred from the text; may provide irrelevant or incorrect quotes.	**5-6 = Meets** **4 = Approaching** **< 4 = Below** Subtotal:
Writing	**W.5.2a**	**(Organization & Structure) The writing:** ☐ clearly introduces the topic in an engaging way that draws the reader in; provides a central idea and focus for the piece. ☐ creates an organizational structure in which related information is logically grouped in a compelling way. ☐ effectively includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**	**(Organization & Structure) The writing:** ☐ offers a beginning introduction to the topic; may provide a limited focus for the piece. ☐ has an uneven organizational structure which affects the reader's ability to always see the connection between how related information has been grouped together. ☐ includes limited formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**	**(Organization & Structure) The writing:** ☐ fails to introduce or reference the topic; lacks a focus for the piece. ☐ provides a progression of information that lacks cohesion; difficult or impossible to follow. ☐ does not include formatting (e.g., headings), illustrations, and multimedia that would be useful to aiding comprehension.**	**10-12 = Meets** **7-9 = Approaching** **< 7 = Below**
	W.5.2e	☐ provides an effective, interesting, or thoughtful conclusion related to the information or explanation.	☐ provides a simple concluding statement or section; may be underdeveloped.	☐ has no identifiable conclusion.	Subtotal:

5th Grade Informative/Explanatory Writing Rubric (Continued)

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Writing	**W.5.2b** **W.5.2c**	**(Ideas & Content) The writing:** ☐ effectively addresses the prompt/task with a clear, focused, engaging response. ☐ skillfully develops the topic with sufficient facts, definitions, concrete details, quotations, or other specific information and examples related to the topic. ☐ skillfully uses a variety of carefully chosen words, phrases, and clauses to link ideas within and across categories of information for clarity.	**(Ideas & Content) The writing:** ☐ addresses the prompt/task with some drift in focus. ☐ offers some simple facts, definitions, concrete details, quotations, or other general information and examples related to the topic. ☐ uses generally appropriate words, phrases, or clauses to link ideas within and across categories of information; may be mundane or repetitious.	**(Ideas & Content) The writing:** ☐ does not address the prompt/task; lacks focus. ☐ fails to develop the topic using facts, definitions, concrete details, quotations, or other information; examples may be irrelevant or incorrect. ☐ fails to use words, phrases, or clauses to link ideas within and across categories of information; connections may be irrelevant or incorrect.	**7 - 9 = Meets** **5 - 6 = Approaching** **< 5 = Below** Subtotal:
Language	**L.5.1** **L.5.2** **W.5.2d (L.5.5) (L.5.6)**	**(Sentence Fluency) The writing:** ☐ incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud. **(Conventions) The writing:** ☐ demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor. **(Word Choice & Vocabulary) The writing:** ☐ accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.	**(Sentence Fluency) The writing:** ☐ has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding. **(Conventions) The writing:** ☐ contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding. **(Word Choice & Vocabulary) The writing:** ☐ incorporates basic words; features functional vocabulary that communicates the message.	**(Sentence Fluency) The writing:** ☐ has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read. **(Conventions) The writing:** ☐ numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand. **(Word Choice & Vocabulary) The writing:** ☐ uses a limited range of words and/or some vocabulary is misused making the message unclear.	**7-9 = Meets** **5-6 = Approaching** **<5 = Below** Subtotal:

**When applicable to the task.	*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.	**Score "O" -** The writing is scored with **"O"** when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

29 - 36 = Meets Grade Level Expectations
22 - 28 = Approaching Grade Level Expectations
< 22 = Below Grade Level Expectations

( ) = partially meets requirements of the standard.

Overall Score:

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).	**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. 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?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	**L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **L.5.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).