

# GRADE 5 – INFORMATIVE/EXPLANATORY WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides thorough responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns)</li> <li><input type="checkbox"/> Demonstrates sophisticated analysis of text(s); discusses the topic and main ideas; enhances explanation by discussing relevant events, main ideas, and/or key details (ns)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns)</li> <li><input type="checkbox"/> Demonstrates comprehension of the text(s) by discussing the topic and main ideas with evidence from literary or informational texts (ns)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to some elements of the prompt, or provides partial responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns)</li> <li><input type="checkbox"/> Demonstrates basic comprehension of a topic or text(s) by discussing main ideas and/or details (ns)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not respond to any elements of the prompt; veers off topic (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns)</li> <li><input type="checkbox"/> Demonstrates limited comprehension of text(s) by naming the topic; uses limited information from text(s) and does so with errors (ns)</li> </ul>
Organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic formally and clearly, providing an observation and focus, in a manner that engages the reader (W.6.2.A, W.6.2.E)</li> <li><input type="checkbox"/> Organizes ideas, concepts, and information, using multiple strategies (W.6.2.A)</li> <li><input type="checkbox"/> Includes formatting, illustrations, or multimedia to help the reader understand how information connects (W.6.2.A)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic clearly and concisely, providing a general observation and focus as part of the introduction to the main ideas (W.5.2.A)</li> <li><input type="checkbox"/> Organizes information into a logical progression from beginning to end using multiple paragraphs; groups related information together within and across paragraphs (W.5.2.A)</li> <li><input type="checkbox"/> As needed, includes formatting (e.g., headings), illustrations, and multimedia to help the reader understand how information connects (W.5.2.A)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic or main idea clearly and incorporates an interesting hook with detailed introductory or contextual information (W.4.2.A)</li> <li><input type="checkbox"/> Organizes information into multiple paragraphs; groups related information together within paragraphs; connects evidence from the text to ideas (W.5.2.A)</li> <li><input type="checkbox"/> As needed, includes formatting (e.g., headings), illustrations, and multimedia that aligns to the topic or main idea (W.4.2.A)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic; conveys the main ideas in simplest form (W.3.2.A)</li> <li><input type="checkbox"/> Organizes information; uses paragraph structure to group related evidence (W.4.2.A)</li> <li><input type="checkbox"/> As needed, includes formatting, illustrations, and multimedia that do not add to the clarity of the writing (W.4.2.A)</li> </ul>

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Organization (cont.)	<input type="checkbox"/> Uses appropriate and varied transitions to clarify the relationships among ideas and concepts (W.6.2.C)	<input type="checkbox"/> Links ideas within and across categories of information using a variety of linking words, phrases, and clauses (e.g., in other words, especially) to make clear connections between information and evidence (W.5.2.C)	<input type="checkbox"/> Links ideas within paragraphs or categories of information using linking words and phrases (e.g., another, for example, also, because) (W.5.2.C)	<input type="checkbox"/> Links ideas within paragraphs by using linking words or phrases; may include some errors or may be repetitive (W.5.2.C)			
	<input type="checkbox"/> Provides a strong concluding statement or section that relates to and expands on the main idea (W.6.2.F)	<input type="checkbox"/> Provides a clear and concise conclusion that confirms the main idea and important details of the explanation (W.5.2.E)	<input type="checkbox"/> Provides a concluding statement or section that refers to parts of the topic (W.5.2.E)	<input type="checkbox"/> Provides a concluding statement or section that is incomplete or does not refer to the topic (W.4.2.E)			
Development and Support	<input type="checkbox"/> Develops the topic with the relevant facts, definitions, concrete details, quotations, or other information and related examples to explain the topic and the author’s central ideas further (W.6.2.B)	<input type="checkbox"/> Develops the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.5.2.B)	<input type="checkbox"/> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples (W.5.2.B)	<input type="checkbox"/> Develops the topic with irrelevant or inaccurate evidence from text(s) (W.5.2.B)			
	<input type="checkbox"/> Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; provide specific and clear details to illuminate the topic and solidify the development of the topic (W.6.4)	<input type="checkbox"/> Produces coherent writing in which the development and organization are appropriate to the task, purpose, and audience (W.5.4)	<input type="checkbox"/> Produces writing that may contain elements that are incoherent, or not related to the task, purpose, and audience (W.5.4)	<input type="checkbox"/> Produces writing in which the development and organization are not appropriate to task, purpose, and audience (W.5.4)			
	<input type="checkbox"/> Draws relevant evidence from literary and informational texts to support analysis, reflection, and research strongly (W.6.9)	<input type="checkbox"/> Draws evidence from literary and informational texts to support analysis, reflection, and research (W.5.9)	<input type="checkbox"/> Draws evidence from literary and informational texts to support analysis, reflection, and research, with some irrelevance (W.5.9)	<input type="checkbox"/> Includes inaccurate or irrelevant evidence from literary or informational texts (W.5.9)			

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Language	<input type="checkbox"/> Uses nuanced academic and domain-specific vocabulary that is clearly appropriate for the audience and purpose (L.6.6)	<input type="checkbox"/> Uses precise language and domain-specific vocabulary that is appropriate for the audience and purpose (L.5.6)	<input type="checkbox"/> Uses general academic vocabulary that is appropriate for the audience and purpose or uses academic and domain-specific vocabulary incorrectly (L.5.6)	<input type="checkbox"/> Uses general academic vocabulary that is unclear, with little attention to the norms and conventions of the discipline and genre (L.5.6)
	<input type="checkbox"/> Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode (L.6.3)	<input type="checkbox"/> Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode (L.5.3)	<input type="checkbox"/> Uses language to clarify ideas, attending to the norms and conventions of the discipline and writing mode, with occasional errors (L.5.3)	<input type="checkbox"/> Varies sentence patterns occasionally for interest and effect, with some fragments and run-ons (L.5.3.A)
Conventions	<input type="checkbox"/> Varies sentence patterns for meaning, reader/listener interest, and style, while maintaining consistency in style and tone (L.6.3.A/B)	<input type="checkbox"/> Varies sentences for meaning, reader/listener interest, and style by expanding, combining, and reducing sentences (L.5.3.A)	<input type="checkbox"/> Varies sentence patterns occasionally, including simple, compound, and complex sentences; avoids inappropriate fragments and run-ons (L.5.3.A)	<input type="checkbox"/> Uses informal language where a formal tone is called for; fails to attend to the norms and conventions of the discipline (L.5.3)
	<input type="checkbox"/> Shows proficient command of grammar, mechanics, and usage, with few errors that do not impede readability or comprehension (L.6.1)	<input type="checkbox"/> Shows command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability (L.5.1.B, L.5.1.C, L.5.1.D)	<input type="checkbox"/> Shows inconsistent command of grammar, mechanics, and usage; includes errors that interfere with meaning or readability (L.5.1.B, L.5.1.C, L.5.1.D)	<input type="checkbox"/> Shows poor command of grammar, mechanics, and usage; includes errors that significantly impede overall meaning and readability (L.5.1.B, L.5.1.C, L.5.1.D)
	<input type="checkbox"/> Demonstrates command of the perfect verb tense and managing shifts in verb tense (ns)	<input type="checkbox"/> Demonstrates command of the perfect verb tense and managing shifts in verb tense (L.5.1)	<input type="checkbox"/> Demonstrates command of using modal auxiliaries and progressive tense verbs (L.5.1)	<input type="checkbox"/> Demonstrates command of forming irregular plural nouns and irregular verb forms (L.5.1)
	<input type="checkbox"/> Shows proficient command of conventions, using above-grade-level elements of capitalization, spelling, and punctuation (L.6.2)	<input type="checkbox"/> Shows command of using grade level elements of capitalization, spelling, or punctuation (L.5.2)	<input type="checkbox"/> Shows inconsistent command of capitalization, punctuation, and spelling; some errors interfere with meaning and/or readability (L.5.2)	<input type="checkbox"/> Shows poor command of capitalization, punctuation, and spelling; errors significantly impede overall meaning and readability (L.5.2)