

Grade 5: Informative/Explanatory Writing Rubric *DRAFT*

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Demonstrates a deep understanding of content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
Organization/ Purpose	<p>Effective or engaging introduction. Focus is insightful or compelling</p> <p>Effective or engaging conclusion</p> <p>Logical progression of ideas: strong connections between and among ideas</p> <p>Uses a variety of transitional strategies to clarify the relationships between and among ideas</p>	<p>Introduces a topic clearly, provides a general observation and a focus that is consistently maintained throughout the piece</p> <p>Concluding statement or section is clearly related to the explanation or information presented</p> <p>Groups related information logically</p> <p>Effectively links ideas within and across categories of information using words, phrases, and clauses</p>	<p>Introduction does not provide needed context. Focus may be unclear and/or insufficiently maintained</p> <p>Conclusion is only weakly related to the information presented.</p> <p>Connections between and among ideas are unclear</p> <p>Incorrectly uses transitional strategies and/or little variety in strategies applied</p>	<p>Introduction may be missing or off-topic Focus is confusing or ambiguous</p> <p>Conclusion may be missing or off-topic.</p> <p>Frequent extraneous ideas; ideas seem to be randomly ordered</p> <p>Few or no transitions used</p>
Evidence/ Elaboration	<p>Effective use of a variety of elaborative techniques</p> <p>Information from the source material is integrated, relevant, and specific</p>	<p>Develops the topic with facts, definitions, concrete details, quotations, or other information and examples from sources</p>	<p>Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive or vague.</p>	<p>Supporting facts and details are minimal, irrelevant, absent, in error or incorrectly used</p>
	<p>Formatting, illustrations, or multimedia significantly enhance comprehension</p>	<p>Includes formatting, illustrations, and multimedia when useful to aiding comprehension</p>	<p>Formatting, illustrations, or multimedia used do not aid comprehension</p>	<p>Formatting, illustrations, or multimedia used interfere with comprehension.</p>

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

	Word choice is nuanced and clearly appropriate for the audience and purpose	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Uses some domain-specific vocabulary	Uses basic vocabulary, and simple or repetitive sentence structure
Conventions	Few, if any, errors in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed Adequate use of punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning Inconsistent use of punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

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