**5th Grade Writing Rubric – Informative/Explanatory Writing**

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| **CCSS** | **4 – Excelling** | **3 – Meeting** | **2 – Approaching** | **1 – Minimal Progress** | **NS** |
| W.5.2.a | * Effectively introduces a topic clearly.
* Effectively provides an observation and clear focus.
* Skillfully organizes related information logically.
 | * Introduces a topic clearly.
* Provides a general observation and focus.
* Groups related information logically.
 | * Attempts to introduce a topic.
* Attempts to provide a general observation and focus.
* Organization of information may be somewhat confusing.
 | * Lacks an introduction to the topic.
* Does not provide an observation or focus.
* Organization of information may be illogical.
 |  Incoherent, Off-task, Illegible |
| W.5.2.b | * Effectively develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 | * Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 | * Minimally develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 | * Does not develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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| W.5.2.c | * Skillfully links ideas within and across categories of information using words, phrases, and clauses.
 | * Links ideas within and across categories of information using words, phrases, and clauses.
 | * Limited and/or ineffective use of words, phrases, and clauses to link ideas within and across categories of information.
 | * Does not use words, phrases, or clauses to link ideas within and across categories of information.
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| W.5.2.d | * Sophisticated use of precise language and domain-specific vocabulary to inform about or explain the topic.
 | * Uses precise language and domain-specific vocabulary to inform about or explain the topic.
 | * Minimal use of precise language and domain-specific vocabulary to inform about or explain the topic.
 | * Lacks or inaccurately uses precise language and domain-specific vocabulary to inform about or explain the topic.
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| W.5.2.e | * Provides a clear concluding statement or section related to the information or explanation presented.
 | * Provides a concluding statement or section related to the information or explanation presented.
 | * Provides a weak concluding statement or section that may or may not be related to the information or explanation presented.
 | * Does not provide a concluding statement or section.
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|  | **STUDENT’s HOLISTIC SCORE for the INFORMATIVE/EXPLANATORY WRITING, circle one: 4 3 2 1 NS** |
| L.5.1,2 | * Demonstrates use of effective and purposeful sentence structures.
* Skillfully uses punctuation, capitalization, grammar usage, and spelling to enhance meaning.
 | * Purposeful sentence structures.
* Appropriate use of punctuation, capitalization, grammar usage, and spelling. Minor errors do not interfere with meaning.
 | * Some weakness in sentence structures.
* Inconsistent use of punctuation, capitalization, grammar usage, and spelling. Errors somewhat interfere with meaning.
 | * Weak and/or confusing sentence structures.
* Punctuation, capitalization, grammar usage, and spelling, errors interfere with meaning.
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|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** |  |