

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Total Score: \_\_\_\_\_ out of 16

### Informational/Explanatory Writing Rubric Grade 5

<i>Score</i>	<i>1 (Falls Far Below Grade Level)</i>	<i>2 (Approaching Grade Level)</i>	<i>3 (Meets Grade Level)</i>	<i>4 (Exceeds Grade Level)</i>
<b>Focus/Information</b> score _____	Responds to some or no parts of the prompt.  Demonstrates little to no understanding of topic/text(s).	Responds to most parts of the prompt.  Demonstrates limited understanding of topic/text(s).	Responds to all parts of the prompt.  Demonstrates a good understanding of topic/text(s).	Responds skillfully to all parts of the prompt.  Demonstrates a thorough understanding of topic/text(s).
<b>Organization</b> score _____	Does not organize ideas and information coherently due to lack of paragraph structure and/ or missing introduction, body, or conclusion.  Does not group related information together.  Uses no linking words.	Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body, and conclusion.  Groups of ideas lack cohesion (e.g., list-like, rambling, or repetitive).  Attempts to use some simplistic linking words to connect ideas.	Organizes ideas and information into logical introductory, body, and concluding paragraphs.  Groups related information into paragraphs or sections and uses appropriate formatting (for example, headings).  Uses linking words and phrases appropriately to connect ideas within and across categories of information.	Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with a clear thesis, structured body, and insightful conclusion.  Logically groups related information into paragraphs and sections, using appropriate formatting.  Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts.
<b>Support/Evidence</b> score _____	Does not use relevant or sufficient text support from the resources with accuracy.  Uses few to no credible sources.  Uses few or no facts, definitions, concrete details, quotations, or other information and examples.	Uses mostly relevant text support but may lack sufficient evidence and/or accurate use.  Uses mostly credible sources.  Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples.	Uses relevant and sufficient text support from the resources with accuracy.  Uses credible sources.  Develops the topic with facts, definitions, concrete details, quotations, or other information and examples.	Skillfully uses relevant and substantial text support from the resources with accuracy.  Uses credible and varied sources.  Develops the topic with well-integrated facts, definitions, concrete details, quotations, and other information and examples.
<b>Language</b> score _____	Does not demonstrate sentence mastery.  Demonstrates limited understanding of grade-level appropriate conventions; errors interfere with the readability.  Does not utilize precise language or domain- specific vocabulary.	Uses some repetitive yet correct sentence structure.  Demonstrates some grade-level appropriate conventions; errors may interfere with the readability.  Utilizes some precise language and/or domain-specific vocabulary but does so minimally and/or inaccurately.	Uses correct and varied sentence structures.  Demonstrates grade-level appropriate conventions; errors are minor and do not interfere with readability.  Utilizes precise language and domain-specific vocabulary.	Uses purposeful and varied sentence structures.  Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning/readability.  Utilizes precise and domain-specific vocabulary accurately throughout student writing.