

Name _____		Writing Task: _____		Date: _____				
5 th Grade Informative Writing Rubric		Total Score: _____		100 – 90 = A	89 – 80 = B			
				79 – 70 = C	<70 = F			
Excellent		Good		Fair				
Unsatisfactory								
Development	▪ addresses all aspects of the writing task with a tightly focused and detailed response	15	▪ addresses the writing task with a focused response	13	▪ addresses the writing task with an inconsistent focus	11	▪ attempts to address the writing task but lacks focus	9
	▪ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	15	▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	13	▪ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	11	▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient	9
	▪ effectively uses relevant information from experiences or from print and digital sources and provides a list of sources	15	▪ uses relevant information from experiences or from print and digital sources and provides a list of sources	13	▪ inconsistently uses relevant information from experiences or from print and digital sources and provides incomplete list of sources	11	▪ fails to use relevant information from experiences or from print and digital sources; fails to provide list of sources	9
Organization	▪ effectively introduces the topic clearly, providing a general observation and focus, and groups information logically (includes formatting)	12	▪ introduces the topic clearly, providing a general observation and focus, and groups information logically (includes formatting)	11	▪ introduces the topic and has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive)	9	▪ identifies the topic and fails to group information logically (including formatting)	8
	▪ effectively links ideas within and across categories of information using words, phrases, and/or clauses	12	▪ links ideas within and across categories of information using words, phrases, and/or clauses	11	▪ inconsistently links ideas within and across categories of information using words, phrases, and/or clauses	9	▪ has little or no evidence of purposeful organization	8
	▪ provides an effective concluding statement or section related to the information or explanation presented	12	▪ provides a concluding statement or section related to the information or explanation presented	11	▪ attempts to provide a sense of closure	9	▪ fails to provide a sense of closure	8
Language/Conventions	▪ demonstrates a well-developed command of standard English conventions	6	▪ demonstrates a command of standard English conventions; errors do not interfere with understanding	5	▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding	4	▪ demonstrates a weak command of standard English conventions; errors interfere with understanding	3
	▪ skillfully employs language and tone appropriate to audience and purpose	6	▪ employs language and tone appropriate to audience and purpose	5	▪ inconsistently employs language and tone appropriate to audience and purpose	4	▪ employs language and tone that are inappropriate to audience and purpose	3
	▪ has sentences that are skillfully constructed with appropriate variety in length and structure	6	▪ has sentences that are generally complete with sufficient variety in length and structure	5	▪ has some sentence formation errors and/or a lack of sentence variety	4	▪ has frequent and severe sentence formation errors and/or a lack of sentence variety	3
Comments:								