

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	<ul style="list-style-type: none"> addresses all aspects of the writing task with a tightly focused and detailed response 	15	<ul style="list-style-type: none"> addresses the writing task with a focused response 	13	<ul style="list-style-type: none"> addresses the writing task with an inconsistent focus 	11	<ul style="list-style-type: none"> attempts to address the writing task but lacks focus 	9
	<ul style="list-style-type: none"> skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	15	<ul style="list-style-type: none"> develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	13	<ul style="list-style-type: none"> inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	11	<ul style="list-style-type: none"> develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient 	9
	<ul style="list-style-type: none"> effectively uses relevant information from experiences or from print and digital sources and provides a list of sources 	15	<ul style="list-style-type: none"> uses relevant information from experiences or from print and digital sources and provides a list of sources 	13	<ul style="list-style-type: none"> inconsistently uses relevant information from experiences or from print and digital sources and provides incomplete list of sources 	11	<ul style="list-style-type: none"> fails to use relevant information from experiences or from print and digital sources; fails to provide list of sources 	9
Organization	<ul style="list-style-type: none"> effectively introduces the topic clearly, providing a general observation and focus, and groups information logically (includes formatting) 	12	<ul style="list-style-type: none"> introduces the topic clearly, providing a general observation and focus, and groups information logically (includes formatting) 	11	<ul style="list-style-type: none"> introduces the topic and has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive) 	9	<ul style="list-style-type: none"> identifies the topic and fails to group information logically (including formatting) 	8
	<ul style="list-style-type: none"> effectively links ideas within and across categories of information using words, phrases, and/or clauses 	12	<ul style="list-style-type: none"> links ideas within and across categories of information using words, phrases, and/or clauses 	11	<ul style="list-style-type: none"> inconsistently links ideas within and across categories of information using words, phrases, and/or clauses 	9	<ul style="list-style-type: none"> has little or no evidence of purposeful organization 	8
	<ul style="list-style-type: none"> provides an effective concluding statement or section related to the information or explanation presented 	12	<ul style="list-style-type: none"> provides a concluding statement or section related to the information or explanation presented 	11	<ul style="list-style-type: none"> attempts to provide a sense of closure 	9	<ul style="list-style-type: none"> fails to provide a sense of closure 	8
Language/Conventions	<ul style="list-style-type: none"> demonstrates a well-developed command of standard English conventions 	6	<ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding 	5	<ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding 	4	<ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding 	3
	<ul style="list-style-type: none"> skillfully employs language and tone appropriate to audience and purpose 	6	<ul style="list-style-type: none"> employs language and tone appropriate to audience and purpose 	5	<ul style="list-style-type: none"> inconsistently employs language and tone appropriate to audience and purpose 	4	<ul style="list-style-type: none"> employs language and tone that are inappropriate to audience and purpose 	3
	<ul style="list-style-type: none"> has sentences that are skillfully constructed with appropriate variety in length and structure 	6	<ul style="list-style-type: none"> has sentences that are generally complete with sufficient variety in length and structure 	5	<ul style="list-style-type: none"> has some sentence formation errors and/or a lack of sentence variety 	4	<ul style="list-style-type: none"> has frequent and severe sentence formation errors and/or a lack of sentence variety 	3

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d Use precise language and domain-specific vocabulary to inform about or explain the topic. e Provide a concluding statement or section related to the information or explanation presented

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9b Apply Reading standards to informational texts (Explain how an author uses reasons & evidence to support particular points in a text, identifying which reasons & evidence support which point[s]).

L.5.1 Use of conjunctions, prepositions, interjections, perfect tenses, verb tenses to indicate time, correlative conjunctions

L.5.2 Use of commas (series, introductory element, set off words), punctuation of titles, use reference materials to spell grade appropriate words