

Name _____		Writing Task: _____				Date: _____			
5 <sup>th</sup> 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"> <li>addresses all aspects of the writing task with a <b>tightly</b> focused and <b>detailed</b> response</li> </ul>	15	<ul style="list-style-type: none"> <li>addresses the writing task with a focused response</li> </ul>	13	<ul style="list-style-type: none"> <li>addresses the writing task with an <b>inconsistent</b> focus</li> </ul>	11	<ul style="list-style-type: none"> <li>attempts to address the writing task but <b>lacks</b> focus</li> </ul>	9	
	<ul style="list-style-type: none"> <li><b>skillfully</b> develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	15	<ul style="list-style-type: none"> <li>develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	13	<ul style="list-style-type: none"> <li><b>inconsistently</b> develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	11	<ul style="list-style-type: none"> <li>develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are <b>irrelevant and/or insufficient</b></li> </ul>	9	
	<ul style="list-style-type: none"> <li><b>effectively</b> uses relevant information from experiences or from print and digital sources and provides a list of sources</li> </ul>	15	<ul style="list-style-type: none"> <li>uses relevant information from experiences or from print and digital sources and provides a list of sources</li> </ul>	13	<ul style="list-style-type: none"> <li><b>inconsistently</b> uses relevant information from experiences or from print and digital sources and provides <b>incomplete</b> list of sources</li> </ul>	11	<ul style="list-style-type: none"> <li><b>fails</b> to use relevant information from experiences or from print and digital sources; <b>fails</b> to provide list of sources</li> </ul>	9	
Organization	<ul style="list-style-type: none"> <li><b>effectively</b> introduces the topic clearly, providing a general observation and focus, and groups information logically (includes formatting)</li> </ul>	12	<ul style="list-style-type: none"> <li>introduces the topic clearly, providing a general observation and focus, and groups information logically (includes formatting)</li> </ul>	11	<ul style="list-style-type: none"> <li>introduces the topic and has a progression of ideas that <b>may lack</b> cohesion (i.e., list-like, rambling, or repetitive)</li> </ul>	9	<ul style="list-style-type: none"> <li>identifies the topic and <b>fails</b> to group information logically (including formatting)</li> </ul>	8	
	<ul style="list-style-type: none"> <li>effectively links ideas within and across categories of information using words, phrases, and/or clauses</li> </ul>	12	<ul style="list-style-type: none"> <li>links ideas within and across categories of information using words, phrases, and/or clauses</li> </ul>	11	<ul style="list-style-type: none"> <li><b>inconsistently</b> links ideas within and across categories of information using words, phrases, and/or clauses</li> </ul>	9	<ul style="list-style-type: none"> <li>has <b>little or no</b> evidence of purposeful organization</li> </ul>	8	
	<ul style="list-style-type: none"> <li>provides an <b>effective</b> concluding statement or section related to the information or explanation presented</li> </ul>	12	<ul style="list-style-type: none"> <li>provides a concluding statement or section related to the information or explanation presented</li> </ul>	11	<ul style="list-style-type: none"> <li><b>attempts</b> to provide a sense of closure</li> </ul>	9	<ul style="list-style-type: none"> <li><b>fails</b> to provide a sense of closure</li> </ul>	8	
Language/Conventions	<ul style="list-style-type: none"> <li>demonstrates a <b>well-developed</b> command of standard English conventions</li> </ul>	6	<ul style="list-style-type: none"> <li>demonstrates a command of standard English conventions; errors do not interfere with understanding</li> </ul>	5	<ul style="list-style-type: none"> <li>demonstrates a <b>limited and/or inconsistent</b> command of standard English conventions; errors may interfere with understanding</li> </ul>	4	<ul style="list-style-type: none"> <li>demonstrates a <b>weak</b> command of standard English conventions; errors interfere with understanding</li> </ul>	3	
	<ul style="list-style-type: none"> <li><b>skillfully</b> employs language and tone appropriate to audience and purpose</li> </ul>	6	<ul style="list-style-type: none"> <li>employs language and tone appropriate to audience and purpose</li> </ul>	5	<ul style="list-style-type: none"> <li><b>inconsistently</b> employs language and tone appropriate to audience and purpose</li> </ul>	4	<ul style="list-style-type: none"> <li>employs language and tone that are <b>inappropriate</b> to audience and purpose</li> </ul>	3	
	<ul style="list-style-type: none"> <li>has sentences that are <b>skillfully</b> constructed with appropriate variety in length and structure</li> </ul>	6	<ul style="list-style-type: none"> <li>has sentences that are generally complete with sufficient variety in length and structure</li> </ul>	5	<ul style="list-style-type: none"> <li>has <b>some</b> sentence formation <b>errors and/or</b> a lack of sentence variety</li> </ul>	4	<ul style="list-style-type: none"> <li>has <b>frequent and severe</b> sentence formation <b>errors and/or</b> a lack of sentence variety</li> </ul>	3	
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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</p> <p>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.)</p> <p>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</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>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.</p> <p>W.5.9b Apply Reading standards to informational texts (Explain how an author uses reasons &amp; evidence to support particular points in a text, identifying which reasons &amp; evidence support which point[s]).</p> <p>L.5.1 Use of conjunctions, prepositions, interjections, perfect tenses, verb tenses to indicate time, correlative conjunctions</p> <p>L.5.2 Use of commas (series, introductory element, set off words), punctuation of titles, use reference materials to spell grade appropriate words</p>									