Informational/Explanatory Text-Based Rubric, Grade 5 Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Information CCSS*: ➢ RIT – 1 ➢ W – 2	• Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s)	• Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s)	• Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s)	• Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ➢ W – 2a ➢ W – 2c ➢ W – 2e ➢ W – 4	• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts	• Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses linking words and phrases appropriately to connect ideas within and across categories of information	• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas	• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no linking words
Support/ Evidence CCSS: ➢ RIT – 1 ➢ W – 2b ➢ W – 8 ➢ W – 9b	• 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, 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	• 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	• Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Does not support opinion with facts, details, and/or reasons
Language CCSS: ➢ L – 1 ➢ L – 2 ➢ W – 2d	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability • Utilizes precise and domain-specific vocabulary accurately throughout student writing	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability • Utilizes precise language and domain-specific vocabulary	• Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately	• Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability • Does not utilize precise language or domain-specific vocabulary

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)