

Fifth Grade Text-Based Informational/Explanatory Writing Rubric

Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<p>ELACCSW2-Write informational/explanatory texts to examine a topic and convey ideas and information clearly. ELACCSW2.a – Introduce a topic clearly; provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Struggles to clearly introduce the topic and/or has little or no evidence of purposeful organization to logically group related information. Formatting and illustrations (if applicable) are not presented or doesn't aid in comprehension. Fails to provide a general observation and focus.</p>	<p>Attempts to introduce the topic and/or has limited evidence of purposeful organization to logically group related information. The formatting and illustrations (if applicable) are weak and limited. Provides little in aiding comprehension. General observation and focus are weak. Writing is formulaic.</p>	<p>Introduces a topic clearly; provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Provides evidence of advanced or above grade-level expectations when clearly introducing a topic; provides a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. (if applicable).</p>
<p>ELACCSW2.b-Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p>	<p>Struggles or unable to develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p>	<p>Attempts to develop the topic. Facts, definitions, concrete details, quotations or other information and examples related to the topic or limited or weak.</p>	<p>Develops the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p>	<p>Provides evidence of advanced or above grade-level expectations when developing a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p>
<p>ELACCSW2.c-Link ideas within and across categories of information using words, phrases, and clauses.</p>	<p>Struggles to or unable to link ideas within and/or across categories of information using words, phrases, and/or.</p>	<p>Attempts to link ideas within categories of information, words, phrases, and clauses are irrelevant. Limited use, if any, of using linking words, phrases, clauses across categories. .</p>	<p>Link ideas within and across categories of information using words, phrases, and clauses.</p>	<p>Provides evidence of advanced or above grade level expectations when linking ideas within and across categories of information using words, phrases, and clauses</p>
<p>ELACCSW2.d- Use precise vocabulary or domain-specific vocabulary to inform about or explain the topic.</p>	<p>Struggles to or unable to use precise vocabulary or domain-specific vocabulary to inform about or explain the topic.</p>	<p>Limited use of precise vocabulary or domain-specific vocabulary.</p>	<p>Uses precise vocabulary or domain-specific vocabulary to inform about or explain the topic.</p>	<p>Provides evidence of advanced or above grade- level precise vocabulary or domain-specific vocabulary to inform about or explain the topic.</p>
<p>ELACCSW2.e-Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Struggles to or unable to provide concluding statement or section related to the information or explanation presented.</p>	<p>Attempts to provide a concluding statement or section. The statement or section is weak or unrelated the information or explanation presented.</p>	<p>Provides a concluding statement or section related to the information or explanation presented.</p>	<p>Provides evidence of advanced or above grade-level expectations when providing a conclusion or section related to the information or explanation presented.</p>
<p>ELACCSW9-Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<p>Struggles or unable to draw evidence from literacy or informational texts to support analysis, reflection, and research.</p>	<p>Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.</p>	<p>Draws evidence from literary or informational texts to support analysis, reflection and research</p>	<p>Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.</p>
<p>ELACCSL1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACCSL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.</p>	<p>When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.</p>	<p>When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.</p>	<p>When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.</p>