Fifth Grade Text-Based Informational/Explanatory Writing Rubric **Exceeds Standard Meets Standard Does Not Meet Standard Approaching Standard** Standard Provides evidence of advanced (1) **\CC5W2-Write** Introduces a topic Struggles to clearly Attempts to introduce the or above grade-level ""Ormational/explanatory expectations when clearly clearly; provide a topic and/or has limited introduce the topic and/or texts to examine a topic and introducing a topic; provides a general observation has little or no evidence of evidence of purposeful convey ideas and information general observation and focus, and focus, and group organization to logically purposeful organization to clearly. ELACC5W2.a – and group related information related information group related information. logically group related Introduce a topic clearly; logically; include logically; include formatting, The formatting and information. Formatting and provide a general observation illustrations, and multimedia formatting, illustrations (if applicable) are illustrations (if applicable) and focus, and group related illustrations, and weak and limited. Provides are not presented or doesn't when useful to aiding information logically; include multimedia when useful comprehension. ( if applicable). aid in comprehension. Fails little in aiding formatting, illustrations, and to provide a general to aiding comprehension. multimedia when useful to comprehension. observation and focus. General observation and aiding comprehension. focus are weak. Provides evidence of advanced Writing is formulaic. ELACC5W2.b-Develop the topic Develops the topic with Struggles or unable to Attempts to develop the or above grade-level with facts, definitions, concrete facts, definitions, develop a topic with facts, topic. Facts, definitions, expectations when developing details, quotations or other concrete details, definitions, concrete details, concrete details, quotations a topic with facts, definitions, information and examples quotations or other quotations or other or other information and concrete details, quotations or related to the topic. information and information and examples examples related to the topic other information and examples related to the related to the topic. or limited or weak. examples related to the topic. topic. Provides evidence of advance ELACC5W2.c-Link ideas within Link ideas within and Struggles to or unable to link Attempts to link ideas within or above grade level and across categories of across categories of ideas within and/or across categories of information, expectations when linking information using words, categories of information information using words, phrases, and clauses ideas within and across phrases, and clauses. using words, phrases, words, phrases, and are irrelevant. Limited use, if categories of information using and/or. any, of using linking words, clauses. words, phrases, and clauses phrases, clauses across categories. . **ELACC5W2.d-** Use precise Provides evidence of advance Struggles to or unable to use Limited use of precise Uses precise vocabulary d. Use abulary or domain-specific or above grade- level precise precise vocabulary or vocabulary or domain-specific or domain-specific nd Labulary to inform about or domain-specific vocabulary vocabulary or domain-specific vocabulary. vocabulary to inform to inform about or explain explain the topic. vocabulary to inform about or about or explain the the topic. explain the topic. topic. **ELACC5W2.e-**Provide a Struggles to or unable to Attempts to provide a Provides a concluding Provides evidence of advanced concluding statement or provide concluding concluding statement or statement or section or above grade-level section related to the statement or section related section. The statement or related to the expectations when providing a to the information or section is weak or unrelated information or explanation information or conclusion or section related to explanation presented. the information or explanation presented. presented. the information or explanation explanation presented. presented. **ELACC5W9-Draw** evidence Struggles or unable to draw Attempts to draw evidence Draws evidence from Provides evidence of advanced from literary or informational from literacy or informational evidence from literacy or literary or informational or above grade-level texts to support analysis, texts. Evidence is weak or informational texts to texts to support expectations when drawing reflection and research. support analysis, reflection, does not support analysis, analysis, reflection and evidence from literary or and research. reflection, or research. research informational texts to support analysis, reflection and research. When writing, student **ELACC5L1.** Demonstrate When writing, the student When writing, the When writing, the student command of the conventions demonstrates limited consistently and student demonstrates demonstrates command of of standard English grammar understanding of grade-level inadequately demonstrates command of grade level advanced and/or above gradeand usage when writing or appropriate conventions of a lack of understanding of appropriate level expectations for the standard English grammar grade-level appropriate speaking. conventions of conventions of standard English **ELACC5L2:** Demonstrate and usage and capitalization, conventions of standard standard English grammar and usage and command of the conventions punctuation, and spelling. English grammar and usage grammar and usage and capitalization, punctuation, and of standard English and capitalization, capitalization, spelling. capitalization, punctuation, punctuation, and spelling. punctuation, and and spelling when writing. spelling.