**TTSD Fifth Grade Informative/Explanatory Writing Rubric**

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| **Scoring Guide** | **1****(Beginning)** | **2****(Developing)** | **3****(Proficient)** | **4****(Advanced)** |
| **Focus**CCSS\*: W-2  | \***Responds to some or no** parts of the prompt\***Demonstrates little to no** understanding of topic | \***Responds to most** parts of the prompt\***Demonstrates limited** understanding of topic | \***Responds to all** parts of the prompt\***Demonstrates** an understanding of topic | \***Responds skillfully** to all parts of the prompt\***Demonstrates a strong** understanding of topic |
| **Organization**CCSS: W-2a W-2c W-2e W-4 | \***Does not organize** ideas and information coherently due to **lack of paragraph structure** and/or a missing introduction, body, or conclusion related to the information or explanation presented\***Provides no** observation and focus about the topic (lead) \***Does not group** related information together\***Uses little to no** linking words | \***Organizes** ideas and information in an **attempted paragraph structure** that includes a sense of introduction, body, and conclusion related to the information or explanation presented\***Provides** a **vague** observation and focus about the topic (lead)\***Grouping of ideas lacks** cohesion (e.g., list-like, rambling, or repetitive)\***Attempts to use** some simplistic linking words to connect ideas | \***Organizes** ideas and information **into logical** introductory, body, and concluding statement or section related to the information or explanation presented\***Provides** a general observation and focus about the topic (lead) \***Groups** related information into paragraphs or sections, including formatting (e.g., headings)\***Uses** linking words, clauses and phrases appropriately to connect ideas **within and across** categories of information | \***Organizes** ideas and information into **purposeful**, coherent paragraphs that include an elaborated introduction with clear lead, 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 |
| **Support/Evidence**CCSS: W-2b W-2d W-8 W-9B RIT-1 | \***Uses little to no** relevant information from experiences and/or from print and digital sources to support the central ideas\***Uses little to no** facts, details, and/or reasons to develop the topic | \***Uses mostly** relevant information from a variety of experiences and/or from a **limited number of** print and digital sources to support the central ideas\***Develops** the topic with **limited** facts, definitions, concrete details, quotations, or other information and examples | \***Uses relevant** information from a variety of experiences and/or from a **variety** of print and digital sources and **integrates** the sources to support the central ideas\***Develops** the topic with facts, definitions, concrete details, quotations, or other information and examples | \***Uses relevant** and **substantial** information from a variety of experiences and/or from a **variety** of print and digital sources and **integrates** the sources to support the central ideas\***Develops** the topic with **well-integrated** facts, definitions, concrete quotations, or other information and examples |
| **Language**CCSS: L-1  L-2 W-2d | \***Does not** demonstrate sentence mastery\*Demonstrates **limited understanding** of grade level appropriate conventions, and **errors interfere** with readability\***Uses basic** language and **little to no** domain-specific vocabulary to inform about or explain the topic | \*Uses **some repetitive yet correct** sentence structure \*Demonstrates **some grade level appropriate** conventions, but errors may interfere with readability\***Uses common** language and **limited** domain-specific vocabulary to inform about or explain the topic | \*Uses **correct and varied** sentence structures\*Demonstrates **grade level appropriate** conventions; **errors** are **minor** and **do not** interfere with readability\***Uses a broad range of grade level appropriate** language and domain-specific vocabulary to inform about or explain the topic | \*Uses **purposeful and varied** sentence structures\*Demonstrates **creativity and flexibility** when using conventions (grammar, punctuation, capitalization, and spelling) **enhance meaning/readability**\***Uses strategically and effectively** **above-grade level** language and vocabulary to inform or explain the topic |

\*CCSS-Common Core State Standards alignment (“W” =Writing Strand; “RIT” =Reading-Informational Text; “L” =Language Strand)

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