

**Informational or Explanatory Text-Based Writing Rubric  
Grade 5**

	<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
<b>Reading/ Research</b> 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes effective use of available resources</li> <li>▪ effectively uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes adequate use of available resources</li> <li>▪ uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes limited use of available resources</li> <li>▪ inconsistently uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ inconsistently uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes inadequate use of available resources</li> <li>▪ fails to use relevant and sufficient text support from the resources with accuracy</li> <li>▪ attempts to use credible sources*</li> </ul>
<b>Development</b> 3 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses all aspects of the writing task with a tightly focused and detailed response</li> <li>▪ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses the writing task with a focused response</li> <li>▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ addresses the writing task with an inconsistent focus</li> <li>▪ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to address the writing task but lacks focus</li> <li>▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient</li> </ul>
<b>Organization</b> 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ effectively introduces the topic, providing a general observation and focus</li> <li>▪ groups related information logically in a manner that supports the writing task</li> <li>▪ effectively links ideas within and across categories of information using words, phrases, and/or clauses</li> <li>▪ provides an effective concluding statement or section related to the information or explanation presented</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic clearly, providing a general observation and focus</li> <li>▪ groups related information logically</li> <li>▪ links ideas within and across categories of information using words, phrases, and/or clauses</li> <li>▪ provides a concluding statement or section related to the information or explanation presented</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic</li> <li>▪ has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive)</li> <li>▪ inconsistently links ideas within and across categories of information using words, phrases, and/or clauses</li> <li>▪ provides a sense of closure</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ identifies the topic</li> <li>▪ has little or no evidence of purposeful organization</li> </ul>

	<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
Language/Conventions 1 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a well-developed command of standard English conventions</li> <li>▪ skillfully employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are skillfully constructed with appropriate variety in length and structure</li> <li>▪ provides a list of sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>▪ employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are generally complete with sufficient variety in length and structure</li> <li>▪ provides a list of sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</li> <li>▪ inconsistently employs language and tone appropriate to audience and purpose</li> <li>▪ has some sentence formation errors and/or a lack of sentence variety</li> <li>▪ attempts to provide a list of sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>▪ employs language and tone that are inappropriate to audience and purpose</li> <li>▪ has frequent and severe sentence formation errors and/or a lack of sentence variety</li> <li>▪ fails to provide a list of sources*</li> </ul>

\* If applicable