

**Informational/Explanatory Standard Referenced Rubric
Grade 5**

	4 Exceeds Standards	3 Meets Standards	2 Partially Meets Standard	1 Below Standard
Ideas and Organization 5.W.2a	<p>The student introduces the topic and answers the prompt in an interesting way.</p> <p>Paragraphs have a clear topic with details that support the topic.</p>	<p>The student introduces the topic and groups related information in paragraphs and sections.</p>	<p>The writing lacks a clear introduction and the information (details) is not organized.</p>	<p>The writing lacks a topic and not all information is related.</p>
Content and Development 5.W.2b	<p>The writing develops the topic with three or more relevant facts, definitions and or concrete details, quotations or other information, and related examples enhance the topic.</p>	<p>The writing develops the topic with three or more facts, definitions and or concrete details, quotations or other information, and related examples that support the topic.</p>	<p>The writing develops the topic with less than three facts, definitions or details; or the details do not support the topic.</p>	<p>The writing does not develop the topic with relevant facts, definitions or details.</p>
Transitions and Conclusions 5.W.2c 5.W.2e	<p>The writing uses transition words and/or phrases to enhance logical organization and understandability of ideas within categories of information.</p> <p>The writing has a concluding statement or section that strengthens the information or explanation presented.</p>	<p>The writing uses a variety of three or more transition words and/or phrases to connect ideas within categories of information.</p> <p>The writing has a concluding statement or section that relates to the information or explanation presented.</p>	<p>The writing has less than three linking words and/or transitions that may/or may not be used correctly.</p> <p>The conclusion is not related to the topic.</p>	<p>The writing has less than two linking words and/or transitions that may/or may not be used correctly.</p> <p>The conclusion is absent.</p>
Language, Structure and Style 5.L.1a 5.L.1f	<p>The writing uses precise language and domain specific nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose.</p> <p>The writing includes a variety of complete simple, compound and/or complex sentences purposefully to create the desired effect.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose.</p> <p>The writing includes a variety of complete simple, compound and/or complex sentences.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple, compound or complex sentences; errors begin to interfere with meaning.</p>	<p>The writing uses nouns, pronouns and/or verbs appropriate to function and purpose.</p> <p>The writing demonstrates simple and compound sentences; errors interfere with meaning.</p>

<p>Conventions</p> <p>5.L.2a</p> <p>5.L.2b,c</p> <p>5.L.2d</p>	<p>The writing consistently demonstrates correct capitalization in all situations.</p> <p>The writing uses commas correctly before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks, parenthesis, and dashes correctly.</p> <p>The spelling is correct and demonstrates above grade level spelling ability.</p>	<p>The writing demonstrates correct capitalization in most situations; errors do not interfere with readability.</p> <p>The writing uses commas correctly before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks correctly.</p> <p>The spelling is correct and demonstrates grade level spelling ability.</p>	<p>The writing demonstrates correct capitalization; errors may interfere with readability.</p> <p>The writing uses commas and quotation marks (i.e. dates, lists, quotations, greetings, closing of letters, addresses); errors may interfere with readability.</p> <p>The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The writing does not demonstrate correct capitalization; errors interfere with readability.</p> <p>The writing incorrectly uses commas and quotation marks (i.e. dates, lists, greetings, quotations, closing of letters, addresses); errors interfere with readability.</p> <p>The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>
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