

# INFORMATIONAL WRITING RUBRIC

## Grade 5 English Language Arts

READING		1 point	2 points	3 points	4 points
<b>Comprehension (W.5.7, W5.8)</b>		Demonstrates lack of comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.	Demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	Demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	Demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.
DEVELOPMENT		1 point	2 points	3 points	4 points
<b>Elaboration (W.5.2.B, W.5.2.A, W.5.9)</b>		<p>Does not use information from the text to develop the topic and/or uses information that is inaccurate. May include extraneous information that does not relate to the topic at hand.</p> <p>References to source material and quotes from text may be too long, too many or show inaccurate understanding of the details or ideas in a text.</p> <p>Illustrations, diagrams and captions are missing.</p>	<p>Attempts to develop the topic using facts and details from the text, though does so sporadically or ineffectively (i.e citing evidence or details that do not specifically support a particular point)</p> <p>References to source material demonstrate a mostly literal understanding of the text. Some references may be too long or too numerous.</p> <p>Attempts to include headings, illustrations, diagrams and captions. Illustrations, diagrams and captions may not be relevant or connected to details, facts or definitions from the text.</p>	<p>Provides a variety of text evidence, including facts, definitions, concrete details, quotations, or other information and examples from the text provided. All information is relevant and demonstrates accurate understanding of the text. All references are appropriate in length and number.</p> <p>Includes headings, illustrations, diagrams, and captions about relevant facts, details, or definitions from the text.</p>	<p>Provides a variety of clear and compelling facts, details, quotations, anecdotes, observations, statistics, lists and/or definitions from multiple sources.</p> <p>Elaborates on sourced information to convey ideas about the given topic and make clear how the information supports the topic. Elaborations demonstrate an accurate and insightful understanding of literal and inferential details from the text.</p> <p>Includes headings, illustrations, diagrams, and captions that clarify, elaborate or provide additional information about important facts, details or definitions.</p>



## STRUCTURE

	1 point	2 points	3 points	4 points
<p><b>Introduces a topic (W.5.2.A)</b></p> <p><b>Provides a conclusion (W.5.2.E)</b></p>	<p>Does not provide an introduction or merely makes clear the focus of the explanation</p> <p>i.e “The reasons that support the point are...”</p> <p>Provides no sense of closure or provides a brief conclusion to make clear the focus of the explanation.</p>	<p>Provides a brief formulaic introduction, which may include the title of the text and the focus of the explanation.</p> <p>Provides a formulaic concluding statement. Concluding sentence may not relate directly to the information or explanation presented.</p>	<p>Introduces the author’s point clearly by orienting the reader to the topic and text references. Provides title and author of text.</p> <p>Provides a related conclusion statement or section that connects with the information and explanation.</p>	<p>Provides a compelling introduction which Introduces the topic, orients the reader, previews the focus and provides the title and author of the text.</p> <p>Provides a compelling concluding statement or section that attempts to synthesize the topic and material. Leaves reader with something to think about.</p>
<p><b>Creates an organizational structure (W.5.2.A)</b></p>	<p>Provides facts and details but does not group information or does so in a way that is disorganized or unclear.</p> <p>Ideas may be in a list structure.</p> <p>Does not show any brainstorming.</p> <p>Lacks coherence, clarity, and cohesion.</p>	<p>Groups related information but does not always create sections and paragraphs. Grouping may be formulaic.</p> <p>Brainstorming is incomplete or shows misunderstandings.</p> <p>Uses paragraphs but ideas are not tightly linked within the paragraph.</p> <p>Demonstrates limited coherence, clarity, and/or cohesion.</p>	<p>Groups supporting ideas and relevant evidence in paragraph sections. It’s clear how each section has been organized.</p> <p>Brainstorming shows basic command of organizational structure (cause/effect, pros/cons, problem/solution, description etc.)</p> <p>Uses strong paragraphs and sections with topic sentences, details, and conclusions.</p> <p>Demonstrates coherence, clarity, and cohesion.</p>	<p>Creates an organizational structure in some sections or paragraphs of related information that are logically ordered (i.e. choosing to put the most persuasive information last, ordering information in particular paragraph chronologically etc.).</p> <p>Brainstorming shows full command of organizational structure (cause/effect, pros/cons, problem/solution, description)</p> <p>Uses paragraphs and sections with compelling topic sentences, tightly connected ideas and conclusions.</p> <p>Demonstrates effective coherence, clarity and cohesion.</p>
<p><b>Transitions (W.5.2.C)</b></p>	<p>Uses few, if any, linking words or phrases to connect ideas within categories of information.</p>	<p>Uses some linking words and phrases to connect ideas within categories or information (e.g also, another, and, more, but) though many ideas remain unconnected. Linking words may appear formulaic.</p>	<p>Correctly uses a greater variety of linking words to make more complex connections within categories of information.</p> <p>Uses linking words to show how ideas are logically organized and ordered within a paragraph (e.g chronological order, cause and effect, problem/solution etc.)</p>	<p>Purposefully uses linking words to link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially)</p> <p>Uses language effectively to clarify ideas.</p>



## VOCABULARY

	1 point	2 points	3 points	4 points
<b>Content Vocabulary (W.5.2.D, L5.6)</b>	Does not incorporate precise, domain-specific vocabulary.	Attempts to use precise, domain-specific vocabulary from the text, though terms may be used incorrectly or added without context.	Incorporates precise language and domain-specific vocabulary with a sense of context, demonstrating that the writer grasps the meaning of the terms.	Uses precise, domain-specific vocabulary from the text. Vocabulary is integrated smoothly into writing.

## GRAMMAR

	1 point	2 points	3 points	4 points
<b>Knowledge of Language and Conventions (L.5.1, L.5.2)</b>	<p>Uses simple or formulaic sentences.</p> <p>Subject-verb or pronoun-antecedent agreement is missing.</p> <p>Does not include adjectives, adverbs or prepositional phrases.</p> <p>Capitalization or punctuation are missing.</p> <p>Multiple spelling mistakes are evident.</p>	<p>Attempts to use simple, compound or complex sentences correctly, but errors may be present.</p> <p>Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Uses simple adjectives, adverbs or prepositional phrases, but may be used incorrectly.</p> <p>Attempts to use capitalization and punctuation correctly, but mistakes are present.</p> <p>Attempts to use conventional spelling and spelling patterns, but mistakes are present.</p>	<p>Uses simple, compound, or complex sentences.</p> <p>Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Forms and uses adjectives, adverbs, and prepositional phrases.</p> <p>Uses capitalization and punctuation (including commas and quotation marks) correctly.</p> <p>Uses conventional spelling and spelling patterns.</p>	<p>Uses simple, compound, and complex sentences fluidly. (L.5.1.E, L.5.1.A)</p> <p>Sentences have correct subject-verb and pronoun-antecedent agreement. (L.5.1.A, L.5.1.B, L.5.1.C, L.5.1.D)</p> <p>Forms and correctly uses adjectives, adverbs, and prepositional phrases. (L.4.1.D, L.3.1.G, L.2.1.E)</p> <p>Uses capitalization and punctuation (including commas and quotation marks) skillfully. (L.5.2.A, L.5.2.B, L.5.2.C, L.5.2.D, L.4.2B, L.4.2.C)</p> <p>Uses conventional spelling and spelling patterns to spell grade-appropriate words correctly. (L.5.2.E)</p>