

## CCSS Writing Rubric Grade 5—Informative

	NS (0)	Does Not Meet (1)	Almost Meets (2)	Meets (3)	Exceeds (4)
<b>Informative/ focus</b>	No evidence	Topic is vague with minimal or irrelevant ideas and information  Main idea not evident or not sustained.	Writes an informative, explanatory text stating a topic, but ideas and information may be unclear.  Main idea of topic is unclear and not sustained throughout piece of writing	Writes an informative, explanatory text introducing a topic that conveys ideas and information clearly  Main idea of topic is generally focused and maintained, may have some unrelated material	Meets all expectations of Level (3)  Main idea of topic is focused, clearly stated, and strongly maintained
<b>Organization</b>	No evidence	Little organizational structure  Missing introduction and/or conclusion  Contains few or no transitions  No progression of ideas	Weak organizational structure  Weak introduction and conclusion  Inconsistent transitions with little variety  Uneven progression of ideas	Groups related information logically in paragraphs and sections, including formatting (e.g., headings), illustrations, and multimedia  Adequate introduction and conclusion (statement or section) related to the topic  Uses some variety of transitional phrases to move the reader from one detail to the next  Adequate progression of ideas	Meet all expectations set forth in (3)  Clear and effective organizational structure  Effective introduction and conclusion (section) related to the topic  Use transitional phrases with purpose and variety to create a strong progression of ideas
<b>Elaboration</b>	No evidence	Minimal elaboration  Irrelevant or no evidence from sources or irrelevant  Uses of words, phrases, and clauses incorrectly and inconsistently to link information	Inconsistent elaboration using little facts, definitions, concrete details, quotations, or other information and examples  Weak evidence from sources if present  Uses transitional word and clauses inconsistently to link information	Adequate elaboration using facts, definitions, concrete details, quotations, or other information and examples  Some evidence from sources may be integrated  Uses transitional words, phrases and clauses to links ideas within and across categories of information (e.g. consequently, specifically)	Meets all expectations set forth in (3)  Effective elaboration that includes the use of facts, definitions, concrete details, quotations, or other information and examples  Evidence from sources is relevant, integrated, and comprehensive
<b>Language and Vocabulary</b>	No evidence	Language and vocabulary are confusing or vague or are inappropriate for the audience and purpose  Limited use of grade appropriate language <sup>1</sup>	Language and vocabulary are used with little clarity or may be inappropriate for the audience and purpose  Weak use of grade appropriate <sup>1</sup> sensory, concrete, and figurative language	Adequate use of language and vocabulary (domain specific or precise) for the audience and purpose  Adequate use of grade appropriate <sup>1</sup> sensory, concrete, and figurative language	Effective use of language and vocabulary (domain specific) for the audience and purpose  Effective use of grade appropriate <sup>1</sup> sensory, concrete, and figurative language
<b>Conventions</b>	No evidence	Demonstrate a lack of command of grade level <sup>1</sup> conventions  Contains frequent errors and severe which impact meaning	Demonstrate a partial command of grade level <sup>1</sup> conventions  Contains frequent errors in usage that may confuse reader or impact meaning	Demonstrate an adequate command of grade level <sup>1</sup> conventions:  Some errors in usage and sentence formation, but no systematic pattern of errors	Demonstrates an effective and consistent use of grade level <sup>1</sup> conventions  Few, if any errors

This rubric was created using common core standards and the Smarter Balanced Consortium Rubric.

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf>

<sup>1</sup> See CCSS Language Standard