



INFORMATIVE/EXPLANATORY WRITING RUBRIC

California Common Core Standards Based – GRADE 5



Level	INFORMATIVE/EXPLANATORY WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses strategies such as definition, classification, to organize ideas <input type="checkbox"/> Both introduction and conclusion are clear and well stated <input type="checkbox"/> Establishes and maintains a formal style 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Varies sentence patterns for meaning, interest, and style <input type="checkbox"/> Maintains consistency in style and tone 	<p>Guidance & Support</p>
3 Meets	<p>INFORMATIVE/EXPLANATORY WRITING (W2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic clearly and groups related information logically (W2a) <input type="checkbox"/> Includes formatting (headings), illustrations/multimedia if they aid comprehension (W2a) <input type="checkbox"/> Develops topic with facts, definitions, concrete details, quotations, other related information and examples (W2b) <input type="checkbox"/> Links ideas with categories of information using words/phrases such as <i>in contrast, especially</i> (W2c) <input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform or explain the topic (W2d) <input type="checkbox"/> Provides a concluding statement or section related to information/explanation presented (W2d) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Keyboards/types a minimum of two pages in a single sitting (W6) <input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7) <input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1) <input type="checkbox"/> Uses punctuation to separate items in a series (L2a) <input type="checkbox"/> Uses a comma to separate an introductory element from the rest of the sentence (L2b) <input type="checkbox"/> Uses a comma to set off the words yes and no, to set off a tag question, and to indicate direct address (L2c) <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works (L2d) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (L2e) 	<p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic and includes information, but development of facts and details is limited <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Uses some linking words/phrases, and limited vocabulary choice <input type="checkbox"/> Has incomplete or minimal planning for writing 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses correctly some of the time. <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells many words correctly 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic and includes few details or facts <input type="checkbox"/> Copies sentences directly from text in articles in prompt <input type="checkbox"/> Writes only single paragraph <input type="checkbox"/> Has vocabulary that is simple and not aligned with topic <input type="checkbox"/> Has little or no planning evident 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors in punctuation <input type="checkbox"/> Has many errors in spelling and/or capitalization 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.

