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| **5th Grade** | **Informational/Explanatory Rubric** |  |  |  |
|  | **4 (Above Grade Level)** | **3 (Grade Level)** | **2 (Approaching Grade Level)** | **1 (Below Grade Level)** |
| **Planning/**  **Research** | * Responds skillfully to all parts of the prompt * Demonstrates a strong understanding of topic/text | * Responds to all parts of the prompt * Demonstrates an understanding of the topic/text | * Responds to most parts of the prompt * Demonstrates limited understanding of topic/text | * Responds to some or no parts of the prompt * Demonstrates little to no understanding of the topic/text |
| **Introduction**  **(Organization)** | Topic is introduced using an inviting introduction which draws the reader in, a general observation on the topic, and a focus for what is to be discussed which includes an introduction to the Star Ideas | Topic is introduced clearly by providing a general observation on the topic, and a focus for what is to be discussed which includes an introduction to the Star Ideas | Topic is introduced by providing a focus for what is to be discussed | Does not give information about a topic |
| **Body Paragraphs**  **(Organization)** | * 4 or more Star Ideas and their supporting details are grouped into body paragraphs in logical order. (sequential order) * Headings, illustrations, and multimedia are used to aid comprehension. | * 2 to 3 Star Ideas and their supporting details are grouped into body paragraphs in logical order. (sequential order) * Headings, illustrations, and multimedia are used to aid comprehension. | * Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion * Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) | * Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion * Does not group related information together |
| **Transitions**  **(Organization)** | A variety of transition words and phrases are used to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts | Transition words and phrases are used at the beginning of, as well as throughout, the body paragraphs to connect ideas and assist in the flow of reading. | Student attempts to use some simplistic transition words to connect ideas. | No transitions are used |
| **Conclusion**  **(Organization)** | Student writes an insightful concluding statement that restates the topic in a new and interesting way. | Student writes a concluding statement, clearly restating the topic and Star Ideas. | Student writes a concluding statement that does not clearly restate the topic or Star Ideas. | No concluding statement is present. |
| **Details (Support/**  **Evidence)** | * Skillfully uses relevant and substantial text support from the resources with accuracy * Uses credible and varied sources * Develops the Topic/Star Ideas with well-integrated facts, definitions, concrete details, quotations, or other information and examples | * Uses relevant and sufficient text support from the resources with accuracy * Uses credible sources * Develops the Topic/Star Ideas with facts, definitions, concrete details, quotations, or other information and examples | * Uses mostly relevant text support but may lack sufficient evidence and/or accurate use * Uses mostly credible sources * Develops the Topic/Star Ideas with limited facts, definitions, concrete details, quotations, or other information and examples | * Does not use relevant or sufficient text support from the resources with accuracy * Uses few to no credible sources * Does not support Topic/Star Ideas with facts, details, and/or reasons |
| **Language**  **and**  **Word Choice** | * Uses purposeful and varied sentence structures * Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability * Utilizes precise and domain-specific vocabulary accurately throughout student writing | * Uses correct and varied sentence structures * Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability * Utilizes precise language and domain-specific vocabulary | * Uses some repetitive yet correct sentence structure * Demonstrates some grade level appropriate conventions, but errors may interfere with the readability * Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately | * Does not demonstrate sentence mastery * Demonstrates limited understanding of grade level conventions, and errors interfere with the readability * Does not utilize precise language or domain-specific vocabulary |