

Urbana School District 116: Informative/Explanatory Rubric for 5th Grade (Aligned with Common Core Standards) – August 2013

Criteria for 5 th Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus CCSS: W.5.2	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content. 	<ul style="list-style-type: none"> Responds to all parts of the prompt Examines a topic and conveys ideas and information clearly 	<ul style="list-style-type: none"> Responds to most parts of the prompt Partially examines a topic and/or partially conveys ideas and information clearly 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not examine a topic or convey ideas and information clearly
	Evidence/ Support CCSS: W.5.2 W.5.9 RI.5.1	<ul style="list-style-type: none"> Develops the topic with relevant facts, definitions, concrete details quotations, or other information and examples Cites specific textual evidence to support analysis, reflection, and research 	<ul style="list-style-type: none"> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Quotes accurately and draws evidence from literary or informational texts to support analysis, reflection, and research 	<ul style="list-style-type: none"> Attempts to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Might refer to details and examples from the text and/or does not quote text directly to support analysis, reflection, and research 	<ul style="list-style-type: none"> Does not develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Does not attempt to quote accurately and/or use evidence to support analysis, reflection, and research
WRITE TRAITS - ORGANIZATION	Structure/ Cohesion CCSS: W.5.2	<ul style="list-style-type: none"> Introduces the topic clearly Organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect Includes formatting, graphics, and multimedia when useful to aiding comprehension Uses appropriate transitions to clarify the relationships among ideas and concepts Provides a concluding statement or section that follows from the information or explanation 	<ul style="list-style-type: none"> Introduces the topic clearly Creates an organizational structure in which ideas are logically grouped to support the purpose Includes formatting, illustrations, and multimedia when useful to aiding comprehension Links ideas within and across categories of information using words, phrases, and clauses Provides a concluding statement or section related to the opinion presented 	<ul style="list-style-type: none"> Partially introduces the topic or introduces a topic in a vague or unclear manner Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Links some ideas within categories or information using words, phrases, and clauses Provides a concluding statement or section 	<ul style="list-style-type: none"> Does not introduce the topic Organizes ideas and information in no apparent order due to lack of paragraph structure and/or a missing introduction, body, or conclusion Does not use linking words, phrases, or clauses to link ideas within categories Provides no concluding statement or section
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.5.1 L.5.2 L.5.3 W.5.2 W.5.4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures for meaning, reader interest, and style (effect) Demonstrates creativity and flexibility when using conventions and mechanics to enhance meaning Utilizes precise and domain specific vocabulary to inform about or explain the topic Establishes and maintains a formal style (voice) 	<ul style="list-style-type: none"> Uses correct and varied sentence structures for meaning, reader interest, and style (effect) Demonstrates grade level appropriate conventions and mechanics; errors are minor and do not obscure meaning Uses precise language and domain-specific vocabulary to inform about or explain the topic Establishes and maintains a consistent style (voice) 	<ul style="list-style-type: none"> Contains some errors in sentence structure, and does not vary for meaning, reader interest, and style (effect) Demonstrates use of some grade level appropriate conventions, but errors obscure meaning Uses vague or basic word choice Uses an inconsistent style (voice) OR uses both formal and informal styles 	<ul style="list-style-type: none"> Does not use correct sentence structure Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Uses incorrect word choice Uses an inconsistent style (voice) OR uses both formal and informal styles

Scoring Note: Teachers should consider the preponderance of evidence from student work when determining overall performance level. Students should also have multiple opportunities to work with the rubric, review exemplars, and revise/modify their work prior to any summative use of this rubric.

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Strand	Fourth Grade	Fifth Grade	Sixth Grade
Reading – Informational Text	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.6.1: Cite textual evidence (paraphrase, summarize, quote) using MLA format to support analysis of what the text says explicitly as well as inferences drawn from the text.
Writing	<p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented <p>W.4.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>W.5.4: Produce clear and coherent writing (including multi- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience</p> <p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Language	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the progressive verb tenses Order adjectives within sentences according to conventional patterns Form and use prepositional phrases Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.) <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use capitalization, commas and quotation marks for direct speech, commas before a coordinating conjunction in a compound sentence).</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. 	<p>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the perfect verb tense Recognize and correct inappropriate shifts in verb tense <p>L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use punctuation to separate items in a series, commas to indicate direct address, punctuation to indicate titles of works.)</p> <p>L.5.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	<p>L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case Recognize and correct inappropriate shifts in pronoun number and person Recognize and correct vague pronouns Recognize variations from standard English in their own and other’s writing and speaking <p>L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (commas, parentheses, dashes to set off nonrestrictive/parenthetical elements).</p> <p>L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone

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NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, the CCSS-aligned standards for the current grade as well as the grade above and the grade below have been included. The letter abbreviations are as follows: CCSS = Common Core State Standards, W= writing, RI= Reading Informational Text, and L=Language.

READING STANDARDS THAT CORRELATE WITH INFORMATIONAL WRITING:

- **RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**
- **RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**
- **RI.5.5 – Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**
- **RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**
- **RI.5.9 – Use (integrate) information from several texts on the same topic in order to write or speak about the subject knowledgeably.**