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# Informational or Explanatory Text-Based Writing Rubric

# Grade 5

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/ Research | The writing –   * makes effective use of available resources * effectively uses relevant and sufficient text support from the resources with accuracy * uses credible sources\* | The writing –   * makes adequate use of available resources * uses relevant and sufficient text support from the resources with accuracy * uses credible sources\* | The writing –   * makes limited use of available resources * inconsistently uses relevant and sufficient text support from the resources with accuracy * inconsistently uses credible sources\* | The writing –   * makes inadequate use of available resources * fails to use relevant and sufficient text support from the resources with accuracy * attempts to use credible sources\* |
| Development | The writing –   * addresses all aspects of the writing task with a tightly focused and detailed response * skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with a focused response * develops the topic using facts, definitions, concrete details, quotations, or other information and examples are relevant and sufficient | The writing –   * addresses the writing task with an inconsistent focus * inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples are relevant and sufficient | The writing –   * attempts to address the writing task but lacks focus * develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient |
| Organization | The writing –   * effectively introduces the topic, providing a general observation and focus * groups related information logically in a manner that supports the writing task * effectively links ideas within and across categories of information using words, phrases, and/or clauses * provides an effective concluding statement or section related to the information or explanation presented | The writing –   * introduces the topic clearly, providing a general observation and focus * groups related information logically * links ideas within and across categories of information using words, phrases, and/or clauses * provides a concluding statement or section related to the information or explanation presented | The writing –   * introduces the topic * has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive) * inconsistently links ideas within and across categories of information using words, phrases, and/or clauses * provides a sense of closure | The writing –   * identifies the topic * has little or no evidence of purposeful organization |

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|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Language/Conventions | The writing –   * demonstrates a well-developed command of standard English conventions * skillfully employs language and tone appropriate to audience and purpose * has sentences that are skillfully constructed with appropriate variety in length and structure * provides a list of sources\* | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * employs language and tone appropriate to audience and purpose * has sentences that are generally complete with sufficient variety in length and structure * provides a list of sources\* | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * inconsistently employs language and tone appropriate to audience and purpose * has some sentence formation errors and/or a lack of sentence variety * attempts to provide a list of sources\* | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * employs language and tone that are inappropriate to audience and purpose * has frequent and severe sentence formation errors and/or a lack of sentence variety * fails to provide a list of sources\* |

\* If applicable

∆ added by NCSD#1

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