5th Grade Informative/Explanatory Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_\_\_

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|  |  | **Level 1**: **Novice****2 points** | **1.5** | **Level 2**: **Developing****3 points** | **2.5** | **Level 3**: **Effective****4 points** | **3.5** | **Level 4**: **Highly Effective****5 points** | **Points** | **Score** |
| **Focus and Development**Writing effectively establishes a controlling topic and supports the topic with evidence (from the text if appropriate) and elaborates with examples, illustrations, facts, and other details. When applicable, the writer must integrate the information from the text into his/her own words and arrange the ideas and supporting evidence in order to create cohesion. | **Ideas** | Lacks Evidence of:* A clear topic
* Information from experiences and/or information from print and digital sources
 |  | Attempts to:* Convey ideas about a topic
* Include information about the topic
* Recall information from experiences and/or information from print and digital sources
* Use documents that clarify details or supports claims
 |  | * Conveys ideas about a topic clearly **(23)**
* Includes a variety of information such as facts, definitions, concrete details, quotations, and examples **(23b)**
* Recalls relevant information from experiences and/or information from print and digital sources **(29)**
* Summarize or paraphrase information and provide a list of sources **(29)**
* Uses documents that clarify details or supports claims **(23e)**
 |  | * Strengthens topic with elaborated facts, definitions, concrete details, quotations, and examples
* Cites relevant information from experiences and/or information from print and digital sources
 | X 8 |  |
| **Organization** | Lacks Evidence of:* Planning
* An introductory statement or section
* Linking words, phrases, or clauses to connect information
* Formatting when needed
* Relevant information and/or information that is grouped together
* A concluding statement or section
 |  | Attempts to: * Plan
* Provide an introductory statement or section
* Use linking words, phrases, or clauses to connect information
* Include formatting when needed
* Group information and relevant ideas into paragraphs
* A concluding statement or section
 |  | * Reflects planning **(26)**
* Provides an introductory statement or section that helped the reader understand the topic **(23a)**
* Uses linking words, phrases, or clauses to connect information **(23c)**
* Includes formatting, illustrations, and multimedia when helpful to the reader **(23a)**
* Groups information and relevant subtopics into paragraphs **(23a)**
* Provides a concluding statement or section **(23f)**
 |  | * Uses a variety of linking words, phrases, and clauses to connect ideas and subtopics throughout the piece
* Groups related information cohesively to

 explain each part or section of the topic* Provides a concluding statement or section

 that restates important ideas and offers a final insight or implication | X 4 |  |
| **Style** | Lacks Evidence of:* Simple, compound, complex and compound-complex sentences
* Sentence variety to support meaning, reader interest, or style
* Precise language and domain-specific vocabulary to inform or explain the topic
 |  | Attempts to:* Use simple, compound, complex and compound-complex sentences
* Use sentence variety to support meaning, reader interest, or style
* Use precise language and domain-specific vocabulary to inform or explain the topic
 |  | * Produces simple, compound, complex, and compound-complex sentences **(38i)**
* Expands, combines, and reduces sentences for meaning, reading/listener interest, and style **(40)**
* Uses precise language and domain-specific vocabulary to inform or explain the topic **(23d)**
 |  | * Uses a variety of simple, compound, complex, and compound-complex sentences throughout piece
* Expands, combines, and reduces sentences for meaning, reading/listener interest, and style throughout the piece
* Uses precise language and domain-specific vocabulary to inform or explain the topic throughout the piece
 | X 4 |  |
| **Language Usage and** **Conventions**Demonstrates control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards. | **Conventions** | Lacks Evidence of:* Legible cursive
* Command of grade-level appropriate conventions of English grammar and usage when writing:
	+ grammar/usage
	+ capitalization
	+ punctuation
	+ spelling

*Errors have a significant effect on meaning.* |  | Attempts to:* Write legibly in cursive
* Demonstrate a command of grade-level appropriate conventions of English grammar and usage when writing:
	+ grammar/usage
	+ capitalization
	+ punctuation
	+ spelling

*Errors have an effect on meaning.* |  | * Writes legibly in cursive **(38a)**
* Demonstrates a command of grade-level appropriate conventions of English grammar and usage when writing **(38, 39)**:
	+ grammar/usage
	+ capitalization
	+ punctuation
	+ spelling

*Errors have a minimal effect on meaning.* |  | *Errors have no effect on meaning*. | X 4 |  |