 **Grade 5 Rubric for Information Writing**

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|  | **Exceeding Standard****(4)** | **At Standard** **(3)** | **Approaching Standard** **(2)** | **Below Standard**  **(1)** |
| **States a Topic****W5.2a** | Begins with a compelling introduction which asks a thought provoking focus question centered on a big idea.  | Clearly states a topic centered on a big idea.  | States a vague topic not centered on a big idea and or focus question.  | Does not state a specific topic.  |
| **Structures Information****W5.2a** | The information is logically ordered into multiple paragraphs identified by subheadings to strengthen the big idea and or focus question.  | The information is organized into multiple paragraphs identified by subheadings. | The information is grouped by similar topics; however, it may not be written in multiple paragraphs. | The information is written in no particular order and may or may not be related to the big idea and or focus question.  |
| **Information Sources****W5.2b** | The information is accurate; from at least 3 relevant references that supports the big idea and or focus question. It must come from a variety of sources while including direct quotations and naming the source. | The information is accurate; from at least 2 relevant references that supports the big idea and or focus question.  | The information is from at least 1 reference and attempts to support the big idea and or focus question.  | The information is not related and irrelevant.  |
| **Conclusion****W5.2e** | Provides a compelling concluding paragraph that leads the reader to take action and or create a sense of empathy towards the big idea and or focus question.  | Provides a concluding statement or section that restates big idea and or focus question.  | Provides a concluding statement or section that does not support the big idea and or may feel abrupt or insufficient. | No concluding statement or section provided.  |
| **Sentence Structure****W5.2c,d** | Uses complex and compound sentences that use precise language as well as domain specific vocabulary supported by context.  | Uses a majority of complex sentences that includes domain specific vocabulary.  | Uses a majority of simple sentences that include general specific vocabulary.  | Uses a majority of incomplete simple sentences.  |