

## INFORMATION WRITING RUBRIC GRADE 5

### North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<b><u>PRODUCTION AND DISTRIBUTION OF WRITING</u></b>	<ul style="list-style-type: none"> <li>• <b>Skilfully</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed. <b>W.5.5</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to or partially</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing is not strengthened</b> as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing/conferencing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• <b>Excitingly</b> introduces 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.</li> <li>• <b>Strongly</b> organizes and presents main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduces 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. <b>W.5.2a</b></li> <li>• Organizes and presents main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to introduce</b> 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.</li> <li>• <b>Attempts to organize</b> and present main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (less than 3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> introduce a topic clearly, or provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• <b>Shows little or no effort to</b> organize and present main ideas and details through:               <ul style="list-style-type: none"> <li>○ introduction paragraph</li> <li>○ supporting paragraph (less than 3 minimum)</li> <li>○ concluding paragraph</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• <b>Skilfully</b> develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>W.5.2b</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Struggles to</b> develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• <b>Carefully</b> links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>	<ul style="list-style-type: none"> <li>• Links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). <b>W.5.2c</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b>	<ul style="list-style-type: none"> <li>• <b>Skilfully</b> uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise language and domain-specific vocabulary to inform about or explain the topic. <b>W.5.2d</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> use precise language and domain-specific vocabulary to inform about or explain the topic. .</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provides a <b>memorable</b> concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a concluding statement or section related to the information or explanation presented. <b>W.5.2e</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provides a <b>weak or inappropriate</b> concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> provide a concluding statement or section related to the information or explanation presented.</li> </ul>
<b><u>LANGUAGE</u></b>	<ul style="list-style-type: none"> <li>• Demonstrates <b>advanced</b> understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability. <b>L.5.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>partial</b> grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>distract from</b> the readability.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> demonstrate grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>greatly distract</b> the readability.</li> </ul>

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