### Informational/Explanatory Text-Based Rubric, Grade 5 Grade Level Standards Refer to End of Year Performance

<table>
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<th>Focus/Information</th>
<th>Above Grade Level</th>
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</table>
| CCSS*: | • Responds skillfully to all parts of the prompt  
  • Demonstrates a strong understanding of topic/text(s) | • Responds to all parts of the prompt  
  • Demonstrates an understanding of topic/text(s) | • Responds to most parts of the prompt  
  • Demonstrates limited understanding of topic/text(s) | • Responds to some or no parts of the prompt  
  • Demonstrates little to no understanding of topic/text(s) |
| CCSS: | RIT – 1  
  W – 2 | | | |
| Organization | Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion | Organizes ideas and information into logical introductory, body, and concluding paragraphs | Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion | Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion |
| CCSS: | W – 2a  
  W – 2c  
  W – 2e  
  W – 4 | | | Does not group related information together |
| | Logically groups related information into paragraphs or sections, including formatting  
  Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts | Groups related information into paragraphs or sections, including formatting (e.g., headings)  
  Uses linking words and phrases appropriately to connect ideas within and across categories of information | Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)  
  Attempts to use some simplistic linking words to connect ideas | Uses no linking words |
| Support/Evidence | Skillfully uses relevant and substantial text support from the resources with accuracy  
  Uses credible and varied sources  
  Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples | Uses relevant and sufficient text support from the resources with accuracy  
  Uses credible sources  
  Develops the topic with facts, definitions, concrete details, quotations, or other information and examples | Uses mostly relevant text support but may lack sufficient evidence and/or accurate use  
  Uses mostly credible sources  
  Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples | Does not use relevant or sufficient text support from the resources with accuracy  
  Uses few to no credible sources  
  Does not support opinion with facts, details, and/or reasons |
| CCSS: | RIT – 1  
  W – 2b  
  W – 8  
  W – 9b | | | |
| Language | Uses purposeful and varied sentence structures  
  Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability  
  Utilizes precise and domain-specific vocabulary accurately throughout student writing | Uses correct and varied sentence structures  
  Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability  
  Utilizes precise language and domain-specific vocabulary | Uses some repetitive yet correct sentence structure  
  Demonstrates some grade level appropriate conventions, but errors may interfere with the readability  
  Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately | Does not demonstrate sentence mastery  
  Demonstrates limited understanding of grade level conventions, and errors interfere with the readability  
  Does not utilize precise language or domain-specific vocabulary |
| CCSS: | L – 1  
  L – 2  
  W – 2d | | | |

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)*

Hayward Unified School District Educational Services- 2013

Adapted from Elk Grove Unified School District