

Standards-Based Assessment Rubric

Mode and Grade of Writing: Fifth Grade Informational

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	<ul style="list-style-type: none"> ♦ Effectively establishes a controlling idea that conveys a perspective on a subject. ♦ Effectively uses clear, complete descriptions, facts, analysis and/or explanations to develop the controlling idea. ♦ All information is relevant and appropriate to the subject. 	<ul style="list-style-type: none"> ♦ Establishes a controlling idea that conveys a perspective on a subject. ♦ Uses clear, complete descriptions, facts, analysis and/or explanations to develop the controlling idea. ♦ Information is relevant and appropriate to the subject. 	<ul style="list-style-type: none"> ♦ Ineffectively establishes a controlling idea that conveys a perspective on a subject. ♦ Unclear, incomplete descriptions, facts, analysis, and/or explanations to develop the controlling idea. ♦ Some information is relevant and appropriate to the subject. 	<ul style="list-style-type: none"> ♦ Does not establish a controlling idea that conveys a perspective on a subject. ♦ Lacks descriptions, facts, analysis, and/or explanations to develop the controlling idea. ♦ Information is not relevant and appropriate to the subject.
Organization	<ul style="list-style-type: none"> ♦ Appropriate and logical progression of ideas for the purpose of explanation, description, comparison and contrast, or problem and solution. ♦ Related ideas are grouped in a logical manner within paragraphs. ♦ Closure clearly and adequately summarizes the information presented. ♦ Information is drawn from three or more sources. 	<ul style="list-style-type: none"> ♦ Logical progression of ideas for the purpose of explanation, description, comparison and contrast, or problem and solution ♦ Frequent use of related ideas that are grouped in a logical manner within paragraphs. ♦ Closure clearly summarizes the information presented. ♦ Information is drawn from more than one source such as speakers, newspapers, etc. 	<ul style="list-style-type: none"> ♦ Limited logical progression of ideas for the purpose of explanation, description, comparison and contrast, or problem and solution. ♦ Limited use of related ideas that are grouped in a logical manner within paragraphs. ♦ Closure lacks clarity in summarizing the information presented. ♦ Information is drawn from only one source. 	<ul style="list-style-type: none"> ♦ Inappropriate or illogical progression of ideas for the purpose of explanation, description, comparison and contrast, or problem and solution. ♦ Related ideas are not grouped logically within paragraphs. ♦ Closure does not summarize the information presented. ♦ Information was not drawn from a source such as a speaker, newspaper, etc.
Style	<ul style="list-style-type: none"> ♦ Uses a lively writing voice to engage the reader ♦ Effective use of appropriate word choices ♦ Effective variety of sentence beginnings, structures, and lengths. ♦ Blends personal experiences with knowledge to inform the reader about a topic 	<ul style="list-style-type: none"> ♦ Attempts to use lively writing voice to engage the reader ♦ Uses appropriate word choices ♦ Attempts to vary sentence beginnings, structure, and lengths ♦ Blends personal experiences with knowledge to inform the reader about the topic. 	<ul style="list-style-type: none"> ♦ Writing voice is bland and does not engage the reader ♦ Limited evidence of persuasive word choices ♦ Little variety in sentence beginnings, structure, and lengths. ♦ Limited use of personal experiences blended with knowledge to inform the reader about the topic. 	<ul style="list-style-type: none"> ♦ No evidence of appropriate persuasive word choices ♦ No evidence of appropriate word choices ♦ Lacks evidence of variety in sentence beginnings, structure, and lengths ♦ No evidence of personal experiences.
Conventions	<ul style="list-style-type: none"> ♦ Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable. 	<ul style="list-style-type: none"> ♦ Some errors are present, but they do not interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors interrupt the flow of communication and may interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors prevent the reader from understanding the writer's message.