

SJUSD– Informational/Expository Text-Based Rubric, Grade 5

	4 (Exceeds Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)	Sc
Focus CCSS*: >>>> W – 2a >>>> W – 4	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Introduces a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content 	<ul style="list-style-type: none"> Responds to all parts of the prompt Introduces a topic clearly, provides a general observation and focus 	<ul style="list-style-type: none"> Responds to most parts of the prompt Simplistically introduces a topic and/or provides information that may not be relevant to the topic 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt/off topic Does not introduce a topic and/or demonstrates little to no understanding of the topic 	Q1_
Organization CCSS: >>>> W – 2a >>>> W – 2c >>>> W – 2e >>>> W – 4	<ul style="list-style-type: none"> Organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics, (e.g., charts, tables) Uses appropriate transitions to clarify the relationships among ideas and concepts Provides a concluding statement or section that follows from the information or explanation presented Uses a multi-paragraph structure within sections 	<ul style="list-style-type: none"> Groups related information logically; includes formatting (e.g., headings) and illustrations Links ideas within and across categories of information using words, phrases and clauses (<i>e.g., in contrast, especially</i>) Provides a concluding statement or section related to the information or explanation presented Uses a multi-paragraph structure within sections 	<ul style="list-style-type: none"> Attempts to group related information and includes limited formatting (e.g., headings) and/or illustrations Simplistically links ideas within categories of information Attempts to provide a concluding statement or section related to the information Attempts to use a multi-paragraph structure within sections 	<ul style="list-style-type: none"> Does not group related information and/or include formatting and illustrations Does not link ideas within categories of information Does not provide a concluding statement or section Does not use a multi-paragraph structure within sections 	Q2_
Information Craft CCSS: >>>> W – 2b >>>> W – 2d >>>> W – 4 >>>> W – 8 >>>> L – 5c >>>> L – 6	<ul style="list-style-type: none"> Develops the topic with relevant facts, definitions, concrete details, quotations or other information and examples Makes deliberate choices about how to order sections and information; chooses structures and text features to help emphasize key points Strategically utilizes precise and domain specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Conveys information by blending storytelling, summarizing, and other genres as needed Utilizes precise language and domain-specific vocabulary to inform about or explain the topic 	<ul style="list-style-type: none"> Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples Attempts to convey information through storytelling, summarizing or other genres Utilizes some precise language and/or domain specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> Uses few to no facts, definitions, details, quotations, or other information Does not use different genres to teach Does not utilize precise language or domain-specific vocabulary 	Q3_
Language CCSS: >>>> L – 1 >>>> L – 2 >>>> L – 3a	<ul style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability/meaning 	<ul style="list-style-type: none"> Purposefully uses varied sentence structures, including simple, compound, and complex sentences to help readers take in and understand the information Demonstrates grade level appropriate conventions (grammar, punctuation, capitalization, and spelling); errors are minor 	<ul style="list-style-type: none"> Attempts to use varied sentence structures, including simple, compound, and complex sentences that may help readers understand the information Demonstrates some grade level appropriate conventions 	<ul style="list-style-type: none"> Does not use varied sentence structures with purpose Demonstrates limited understanding of grade level appropriate conventions 	Q4_

4 (Exceeds Grade Level)
15-16

3 (At Grade Level)
11-14

2 (Approaching Grade Level)
7-10

1 (Below Grade Level)
4-6

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CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “exceeds grade level” work, the 6th grade standards were referenced.

Strand	4 th	5 th	6 th
Language- Conventions of Grammar and Usage	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>
Language Conventions of Capitalization, Punctuation, and Spelling	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>