





Elementary School Writing Rubrics

Kindergarten Text-Based Opinion Writing Rubric

Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ELACCKW1-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book.	Struggles or unable to use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about; struggles to or unable to an opinion or preference about the topic or book	The student uses drawing, and/or dictating, and/or writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about; attempts to state an opinion or preference about the topic or book.	Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book.	Provides evidence or advance and/or above grade-level expectations when using a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state and state an opinion or preference about the topic or book. Shows a sense of understanding of the organizational structure for opinion pieces.
ELACCKW8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.
ELACCKL1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage.
ELACCKL2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above grade-level expectations for the conventions of standard English capitalization, punctuation, and spelling.

Kindergarten Text-Based Informative/Explanatory Writing Rubric

	Kindergarten Text-Based Informative/Explanatory Writing Rubric				
Standard	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard	
	(1)	(2)	(3)	(4)	
ELACCKW2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Struggles or unable to use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about; struggles or unable to supply some information about the topic.	The student uses drawing, and/or dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about; supplies weak information about the topic.	Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Provides evidence of advance and/or above grade-level expectations that the student can use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they are writing about and supply some information about the topic. Shows a sense of understanding of the organizational structure for informative/explanatory pieces.	
ELACCKW8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACCKL1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage.	
ELACCKL2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above grade-level expectations for the conventions of standard English capitalization, punctuation, and spelling.	

Kindergarten Text-Based Narrative Writing Rubric

	Kindergarten Text-Based Narrative Writing Rubric				
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)	
ELACCKW3-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Struggles or unable to use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events; struggles or unable to tell about the evens in the order in which they occurred; struggles or unable to provide a reaction to what happened.	The student uses drawing, and/or dictating, and/or writing to narrate a single event or several loosely linked events; attempts to tell about the events in the order in which they occurred; attempts to provide a reaction to what happened	Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Provides evidence of advance and/or above grade-level expectations when using a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Shows a sense of understanding of the organizational structure for narrative pieces.	
ELACCKW8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACCKL1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage.	
ELACCKL2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above grade-level expectations for the conventions of standard English capitalization, punctuation, and spelling.	

First Grade Text-Based Opinion Writing Rubric

Standard	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard
	(1)	(2)	(3)	(4)
ELACC1W1-Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Struggles or unable to write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, but fail to supply a reason for the opinion, and/or fail to provide some sense of closure.	Is able to write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Provides evidence of advance or above grade level expectations when writing opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply at least two reasons for the opinion, and provide some sense of closure. Shows a sense of understanding of the organizational structure for opinion pieces.
ELACC1W8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.
ELACC1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage.
ELACC1L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above grade-level expectations for the conventions of standard English capitalization, punctuation, and spelling.

First Grade Text-Based Informative/Explanatory Writing Rubric

	First Grade Text-Based Informative/Explanatory Writing Rubric				
Standard	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard	
	(1)	(2)	(3)	(4)	
ELACC1W2-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Struggles or unable to write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Attempts to write informative/explanatory texts, in which they name a topic, but fails to supply some facts (or only one fact) about the topic, and/or fails to provide some sense of closure.	Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Provides evidence of advance or above grade level expectations when writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Shows a sense of understanding of the organizational structure for informative/explanatory pieces.	
ELACC1W8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACC1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage.	
ELACC1L2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above gradelevel expectations for the conventions of standard English capitalization, punctuation, and spelling.	

First Grade Text-Based Narrative Writing Rubric

Does Not Meet Standard					
Standard	(1)	(2)	(3)	(4)	
ELACC1W3-Write narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, use temporal words to signal event order and provides some sense of closure.	Struggles or unable to writes narratives in which they recount two or more appropriately sequenced events; few, if any, details regarding what happened; few, any, temporal words to signal event order provides no sense of closure.	The student attempts to recount two or more appropriately sequenced events; includes insufficient details regarding what happened; limited use of temporal words to signal event order; attempts to provide an introduction and body; attempts to provide closure.	Writes narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, use temporal words to signal event order and provides some sense of closure.	Provides evidence of advance and/or above grade-level expectations when writing narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, use temporal words to signal event order and provides some sense of closure. Shows a sense of understanding of the organizational structure for narrative pieces.	
ELACC1W8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACC1L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage.	
ELACC1L2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above gradelevel expectations for the conventions of standard English capitalization, punctuation, and spelling.	

Second Grade Text-Based Opinion Writing Rubric

Second Grade Text-Based Opinion Writing Rubric				
Standard	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard
	(1)	(2)	(3)	(4)
ELACC2W1-Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide concluding statement or section.	Struggles or unable to write opinion pieces in which they introduce the topic or book they are writing about; struggles to or unable to state an opinion; struggles or unable to supply reasons that support the opinion; provides no use of linking words; fails to provide concluding statement or section.	Attempts to write opinion pieces in which they introduce the topic or book they are writing about, attempts to state an opinion, but fails to supply reasons to support the opinion; and/or supplies only one reason; limited use of linking words to connect opinion and reasons; weak concluding statement or section.	Writes opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide concluding statement or section.	Provides evidence of advance and/or above grade-level expectations when writing opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide concluding statement or section. Shows a sense of understanding of the organizational structure for opinion pieces.
ELACC2W8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.
ELACC2L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage.
ELACC2L2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above gradelevel expectations for the conventions of standard English capitalization, punctuation, and spelling.

Second Grade Text-Based Informational/Explanatory Writing Rubric

Second Grade Text-Based Informational/Explanatory Writing Rubric					
Standard	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard	
ELACC2W2-Write informative/explanatory texts in which they introduce a topic, and use definitions to develop points, and provide a concluding statement or section.	Struggles or unable to write informative/explanatory texts in which they introduce a topic; struggles or unable to use definitions to develop points; fails to provide a concluding statement or section	Attempts to write informative/explanatory texts in which they introduce a topic; limited use of definitions to develop points; weak concluding statement or section. Writing is formulaic.	Write informative/explanatory texts in which they introduce a topic, and use definitions to develop points, and provide a concluding statement or section	Provides evidence of advance or above grade level expectations that the student can write informative/explanatory texts in which they introduce a topic, and use definitions to develop points, and provide a concluding statement or section. Shows a sense of understanding of the organizational structure for informative/explanatory pieces.	
ELACC2W8 -With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACC2L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage.	
ELACC2L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above gradelevel expectations for the conventions of standard English capitalization, punctuation, and spelling.	

Second Grade Text-Based Narrative Writing Rubric

Standard	Does Not Meet Standard	Approaching Standard	Meets Standard	Exceeds Standard
Standard	(1)	(2)	(3)	(4)
ELACC2W3-Write narratives in which they recount a well-elaborated event or short sequence of events and include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provides a sense of closure	Struggles to or unable to write narratives in which they recount a well-elaborated event or short sequence of events; fails to include details to describe actions, thoughts, and feelings, little or no use of temporal words to signal event order; fails to provides a sense of closure.	Attempts to Write narratives in which they recount a well-elaborated event or short sequence of events; limited details to describe actions, thoughts, and feelings; limited temporal words to signal event order; weak sense of closure. Writing is formulaic.	Write narratives in which they recount a well-elaborated event or short sequence of events and include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provides a sense of closure.	Provides evidence of advanced or above grade-level expectations when Write narratives in which they recount a well-elaborated event or short sequence of events and include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provides a sense of closure. Shows a sense of understanding of the organizational structure for narrative pieces.
ELACC2W8 -With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.
ELACC2L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When writing, student consistently and inadequately demonstrates a lack of understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates limited understanding of gradelevel appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage.
ELACC2L2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, the student consistently and inadequately demonstrates lack of understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of gradelevel appropriate Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advance and/or above gradelevel expectations for the conventions of standard English capitalization, punctuation, and spelling.

Third Grade Text-Based Opinion Writing Rubric

Third Grade Text-Based Opinion Writing Rubric					
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)	
ELACC3W1-Write opinion pieces on topics or texts, supporting a point of view with reasons. ELACC3W1.a —Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	Struggles to or unable to introduce the topic or book they are writing about and/or struggles to state an opinion, and/or create an organizational structure that lists reasons. Student provides only one reason to support this point of view.	Attempts to introduce the topic or book they are writing about, and/or attempts to state an opinion, and / May have more than one reason to support point of view but limited understanding of organizational structure to list reasons. Writing is formulaic.	Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	Provides evidence of advance or above grade level expectations when introducing the topic or book they are writing about ;demonstrates well-developed reasons that supports the opinion or preference and well-developed structure that lists reasons	
ELACC3W1. b-Provide reasons that support the opinion	Struggles or fails to provide reasons that support the opinion. Provides only one reason to support opinion.	Attempts to provide reasons to support the opinion. Inconsistently supports an opinion with relevant or sufficient reasons.	Provides reasons that support the opinion	Provides evidence of advance or above grade level expectations when using reasons to support the opinion	
ELACC3W1.c-Use linking words and phrases to connect opinion and reasons	No use of linking words or phrases to connect opinion and reasons	Attempts to use linking words to connect opinion and reasons. No linking phrases to connect opinion and reasons. Limited use of linking words and/or phrases to connect opinion and reasons	Uses linking words and phrases to connect opinion and reasons	Provides evidence of advance or above grade level expectations when using linking words and phrases to connect opinion and reasons.	
ELACC3W1.d-Provide a concluding statement or section	Struggles to or unable to provide concluding statement or section	Attempts to provide a concluding statement or section.	Provides a concluding statement or section	Provides evidence of advanced or above grade-level expectations when providing a conclusion or section.	
ELACC2W8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	

Third Grade Text-Based Informative/Explanatory Writing Rubric

Third Grade Text-Based Informative/Explanatory Writing Rubric					
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)	
informative/explanatory texts to examine a topic and covey ideas and information clearly. ELACC3W2.a —Introduce the topic and group related information together; include illustrations when useful to aiding comprehension.	Struggles to introduce the topic and/or has little or no evidence of purposeful organization to group related information together and/or included illustrations that do not aid comprehension.	Attempts to introduce the topic and/or has limited evidence of purposeful organization to group related information together and/or included illustrations that provides limited aid to comprehension. Writing is formulaic.	Introduces the topic and group related information together; include illustrations when useful to aiding comprehension.	Provides evidence of advanced or above grade-level expectations when introducing the topic and when grouping related information together; includes illustrations that clearly to aid in comprehension.	
ELACC3W2. b-Develop the topic with facts, definitions, and details.	Struggles to or unable to provide develop the topic with facts, definitions, and details. Provides one fact, or one definition, or one detail.	Attempts to develop the topic with facts, definitions, and details. Inconsistently supports topic with relevant or sufficient facts, definitions, and details.	Develops the topic with facts, definitions, and details.	Provides evidence of advanced or above grade-level expectations when developing facts, definitions, and details to clearly convey ideas and information.	
ELACC3W2.c -Use linking words and phrases to connect ideas within categories of information.	No use of linking words or phrases to connect ideas within categories of information.	Attempts to use linking words to connect ideas within categories of information. No linking phrases to connect ideas within categories of information. Limited use of linking words and/or phrases to connect ideas within categories of information.	Uses linking words and phrases to connect ideas within categories of information	Provides evidence of advanced or above grade-level expectations when using linking words and phrases to connect ideas within categories of information	
ELACC3W2.d -Provide a concluding statement or section.	Does not provide concluding statement or section	Attempts to provide a concluding statement or section.	Provide a concluding statement or section	Provides evidence of advanced or above grade-level expectations when providing a conclusion or section.	
ELACC2W8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	

Third Grade Text-Based Narrative Writing Rubric

Third Grade Text-Based Narrative Writing Rubric					
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)	
ELACC3W3-Write narratives to develop reasons or imaged experiences or events using effective technique, descriptive detail and clear event sequences. ELACC3W3.a – Establish a situation and introduce a narrator and/or characters; organize an event sequence	Struggles to or unable to establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Writing is a list of unrelated events.	Attempts to establish a situation and introduce a narrator and/or characters. Limited understanding of organizational structure for narratives. Writing is formulaic.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Provides evidence of advanced or above grade-level expectations when establishing a situation and introducing a narrator and/or characters; advanced narrative organizational structure; organizes an event sequence that unfolds naturally.	
that unfolds naturally. ELACC3W3.b-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.	Struggles or unable to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.	Attempts at using dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences to show the response of characters are limited or insufficient.	Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.	Provides evidence of advanced or above grade-level expectations when using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.	
ELACC3W3.c -Use temporal words and phrases to signal event order.	No use of temporal words and phrases to signal event order.	Attempts to use temporal words to signal event order. No use of or limited use of phrases to signal events. Limited use of temporal words and/or phrases.	Uses temporal words and phrases to signal event order.	Provides evidence of advanced or above grade-level expectations when using Uses temporal words and phrases to signal event order.	
ELACC3W3.d- Provide a sense of closure.	Does not provide a a sense of closure.	Attempts to provide a sense of closure.	Provides a sense of closure.	Provides evidence of advanced or above grade-level expectations when providing a sense of closure.	
ELACC2W8-With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, the student struggles or unable to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, the student is somewhat able to recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.	Provides evidence of advance or above grade level expectations that the student can independently recall information from experiences or gather information from provided sources to answer a question.	
ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	

Fourth Grade Text-Based Opinion Writing Rubric

Fourth Grade Text-Based Opinion Writing Rubric				
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ELACC4W1-Write opinion pieces on topics or texts, supporting a point of view with reasons. ELACC4W1.a —Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Struggles to or unable to introduce a topic or text clearly, state an opinion, and/or struggles or unable to create an organizational structure in which related ideas are grouped to support the writer's purpose.	Attempts to introduce a topic or text clearly, states an opinion, but has limited understanding of organizational structure in which related ideas are grouped to support the writer's purpose. Writing is formulaic.	Introduces a topic or text clearly, state an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.	Provides evidence of advance or above grade level expectations when introducing a topic or text clearly, states an opinion, and creates a well-developed organizational structure in which related ideas are grouped to support the writer's purpose.
ELACC4W1. b-Provide reasons that are supported by facts and details.	Struggles or fails to provide reasons that are supported by facts and details. Provides only one reason to support opinion. Provides reasons that are not supported by facts and details.	Attempts to provide reasons to support the opinion. Inconsistently supports an opinion with relevant or sufficient facts or details.	Provide reasons that are supported by facts and details.	Provides evidence of advance or above grade level expectations when providing reasons that are supported by facts and details.
ELACC4W1.c -Link opinion and reasons using words or phrases.	Fails to use words or phrases to link opinion and reasons.	Attempts to link opinion and reasons using words or phrases but, words or phrases are irrelevant. Limited use of using linking words and/or phrases to connect opinion and reasons	Links opinion and reasons using words or phrases.	Provides evidence of advance or above grade level expectations when linking opinion and reasons using words or phrases.
ELACC4W1.d- Provide a concluding statement or section related to the opinion presented.	Struggles to or unable to provide concluding statement or section related to the opinion presented.	Attempts to provide a concluding statement or section. The statement or section is weak or unrelated to the opinion presented.	Provides a concluding statement or section related to the opinion presented.	Provides evidence of advanced or above grade-level expectations when providing a conclusion or section related to the opinion presented.
ELACC4W9- Draw evidence from literary or informational texts to support analysis, reflection and research.	Struggles or unable to draw evidence from literacy or informational texts to support analysis, reflection, and research.	Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.	Draws evidence from literary or informational texts to support analysis, reflection and research	Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.
command of the conventions of standard English grammar and usage when writing or speaking. ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.

Fourth Grade Text-Based Informational/Explanatory Writing Rubric

Fourth Grade Text-Based Informational/Explanatory Writing Rubric				
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ELACC4W2-Write informational/explanatory texts to examine a topic and convey ideas and information clearly. ELACC4W2.a – Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.	Struggles to clearly introduce the topic and/or has little or no evidence of purposeful organization to group related information together in paragraphs and sections. Formatting and illustrations (if applicable) are not presented or doesn't aid in comprehension.	Attempts to introduce the topic and/or has limited evidence of purposeful organization to group related information together in paragraphs and sections. The formatting and illustrations (if applicable) are weak and limited. Provides little in aiding comprehension. Writing is formulaic.	Introduces a topic clearly and groups related information in paragraphs and sections; includes formatting, illustrations, and multimedia when useful to aiding comprehension (if applicable).	Provides evidence of advanced or above grade-level expectations when clearly introducing a topic and groups related information in paragraphs and sections; includes formatting, illustrations, and multimedia when useful to aiding comprehension (if applicable).
eLACC4W2.b-Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	Struggles or unable to develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	Attempts to develop the topic. Facts, definitions, concrete details, quotations or other information and examples related to the topic or limited or weak.	Develops the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	Provides evidence of advanced or above grade-level expectations when developing a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
ELACC4W2.c -Link ideas within categories of information using words or phrases.	Struggles to or unable to link ideas within categories of information using words or phrases.	Attempts to link ideas within categories of information, words or phrases are irrelevant. Limited use of using linking words and/or phrases.	Link ideas within categories of information using words or phrases.	Provides evidence of advance or above grade level expectations when linking ideas within categories of information using words or phrases.
explain the topic.	Struggles to or unable to use precise vocabulary or domain-specific vocabulary to inform about or explain the topic.	Limited use of precise vocabulary or domain-specific vocabulary.	Uses precise vocabulary or domain-specific vocabulary to inform about or explain the topic.	Provides evidence of advance or above grade- level precise vocabulary or domain-specific vocabulary to inform about or explain the topic.
ELACC4W2.e -Provide a concluding statement or section related to the information or explanation presented.	Struggles to or unable to provide concluding statement or section related to the information or explanation presented.	Attempts to provide a concluding statement or section. The statement or section is weak or unrelated the information or explanation presented.	Provides a concluding statement or section related to the information or explanation presented.	Provides evidence of advanced or above grade-level expectations when providing a conclusion or section related to the information or explanation presented.
ELACC4W9- Draw evidence from literary or informational texts to support analysis, reflection and research.	Struggles or unable to draw evidence from literacy or informational texts to support analysis, reflection, and research.	Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.	Draws evidence from literary or informational texts to support analysis, reflection and research	Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.
ELACC4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.

Fourth Grade Text-Based Narrative Writing Rubric

Fourth Grade Text-Based Narrative Writing Rubric				
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ELACC4W3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELACC4W3.a —Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Struggles to or unable to orient the reader; struggles or fails to establish a situation; struggles or unable to introduce a narrator and/or characters; struggles or unable to organize an event sequence that unfolds naturally. Writing is a list of unrelated events.	Attempts to orient the reader in the introductory paragraph; attempts to establish a situation and introduce a narrator and/or characters; Limited understanding to organizational structure for narratives. Writing is formulaic.	Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally.	Provides evidence of advanced or above grade-level expectations when orienting and establishing a situation and introducing a narrator and/or characters; advanced narrative organizational structure; organizes an event sequence that unfolds naturally.
ELACC4W3.b-Use dialogue and description to develop experiences and events using effective technique, descriptive details, and clear event sequences.	Struggles or unable to use dialogue and description to develop experiences and events using effective technique, descriptive details, and clear event sequences.	Attempts at using dialogue and/or description to develop experiences to show the response of characters are limited or insufficient.	Uses dialogue and description to develop experiences and events using effective technique, descriptive details, and clear event sequences.	Provides evidence of advanced or above grade-level expectations when using dialogue and description to develop experiences and events using effective technique, descriptive details, and clear event sequences.
ELACC4W3.c -Use a variety of transitional words and phrases to manage the sequence of events.	No use of transitional words and phrases to manage the sequence of events. Events are not in order.	Attempts to use transitional words to manage the sequence of events. No use of or limited use of phrases to manage events. Limited use of transitional words and/or phrases.	Uses transitional words and phrases to signal event order.	Provides evidence of advanced or above grade- level expectations when using Uses transitional words and phrases to signal event order.
ELACC4W2.d- Use concrete words and phrases and sensory details to convey experiences and events precisely.	Struggles to or unable to use concrete words and phrases and sensory details to convey experiences and events precisely.	Limited use of concrete words and phrases and sensory details to convey experiences and events precisely.	Uses concrete words and phrases and sensory details to convey experiences and events precisely.	Provides evidence of advance or above grade-level use concrete words and phrases and sensory details to convey experiences and events precisely.
ELACC4W2.e -Provide a conclusion that follows from the narrated experiences or events.	Struggles to or unable to Provide a conclusion that follows from the narrated experiences or events	Attempts to provide an conclusion. The conclusion is weak or unrelated to the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences or events	Provides evidence of advanced or above grade-level expectations when providing a conclusion that follows from the narrated experiences or events.
ELACC4W9- Draw evidence from literary or informational texts to support analysis, reflection and research.	Struggles or unable to draw evidence from literacy or informational texts to support analysis, reflection, and research.	Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.	Draws evidence from literary or informational texts to support analysis, reflection and research	Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.
ELACC4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.

Fifth Grade Text-Based Opinion Writing Rubric

Fifth Grade Text-Based Opinion Writing Rubric				
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ELACC5W1- Write opinion pieces on topics or texts, supporting a point of view with reasons. ELACC5W1.a –Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Struggles to or unable to introduce a topic or text clearly, state an opinion, and/or struggles or unable to create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Attempts to introduce a topic or text clearly, states an opinion, but has limited understanding of organizational structure for opinion writing; related ideas are inconsistently grouped to support the writer's purpose. Writing is formulaic.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Provides evidence of advance or above grade level expectations when introducing a topic or text clearly, states an opinion, and creates a well-developed organizational structure in which ideas are logically grouped to support the writer's purpose.
ELACC5W1.b-Provide logically ordered reasons that are supported by facts and details.	Struggles or fails to provide logically ordered reasons that are supported by facts and details. Provides only one reason to support opinion. Provides reasons that are illogical or reasons not supported by facts and details.	Attempts to provide reasons to support the opinion. Inconsistently supports an opinion with logical facts or details.	Provides logically ordered reasons that are supported by facts and details.	Provides evidence of advance or above grade level expectations when providing logically ordered reasons that are supported by facts and details
ELACC5W1.c -Link opinion and reasons using words, phrases, and clauses.	Fails to use words, phrases, and clauses to link opinion and reasons.	Attempts to link opinion and reasons using words, phrases and clauses, but, words, phrases, and clauses are irrelevant. Limited use of using linking words, phrases, and clauses to connect opinion and reasons	Links opinion and reasons using words, phrases, and clauses.	Provides evidence of advance or above grade level expectations when linking opinion and reasons using words, phrases, and clauses.
ELACC5W1.d-Provide a concluding statement or section related to the opinion presented.	Struggles to or unable to provide concluding statement or section related to the opinion presented.	Attempts to provide a concluding statement or section. The statement or section is weak or unrelated to the opinion presented.	Provides a concluding statement or section related to the opinion presented.	Provides evidence of advanced or above grade-level expectations when providing a conclusion or section related to the opinion presented.
ELACC5W9- Draw evidence from literary or informational texts to support analysis, reflection and research.	Struggles or unable to draw evidence from literacy or informational texts to support analysis, reflection, and research.	Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.	Draws evidence from literary or informational texts to support analysis, reflection and research	Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.
command of the conventions of standard English grammar and usage when writing or speaking. ELACC5L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above grade-level expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.

Fifth Grade Text-Based Informational/Explanatory Writing Rubric

Fifth Grade Text-Based Informational/Explanatory Writing Rubric				
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ELACC5W2-Write informational/explanatory texts to examine a topic and convey ideas and information clearly. ELACC5W2.a – Introduce a topic clearly; provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.	Struggles to clearly introduce the topic and/or has little or no evidence of purposeful organization to logically group related information. Formatting and illustrations (if applicable) are not presented or doesn't aid in comprehension. Fails to provide a general observation and focus.	Attempts to introduce the topic and/or has limited evidence of purposeful organization to logically group related information. The formatting and illustrations (if applicable) are weak and limited. Provides little in aiding comprehension. General observation and focus are weak. Writing is formulaic.	Introduces a topic clearly; provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.	Provides evidence of advanced or above grade-level expectations when clearly introducing a topic; provides a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. (if applicable).
ELACC5W2. b-Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	Struggles or unable to develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	Attempts to develop the topic. Facts, definitions, concrete details, quotations or other information and examples related to the topic or limited or weak.	Develops the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	Provides evidence of advanced or above grade-level expectations when developing a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
ELACC5W2.c -Link ideas within and across categories of information using words, phrases, and clauses.	Struggles to or unable to link ideas within and/or across categories of information using words, phrases, and/or.	Attempts to link ideas within categories of information, words, phrases, and clauses are irrelevant. Limited use, if any, of using linking words, phrases, clauses across categories.	Link ideas within and across categories of information using words, phrases, and clauses.	Provides evidence of advance or above grade level expectations when linking ideas within and across categories of information using words, phrases, and clauses
ELACC5W2.d- Use precise vocabulary or domain-specific vocabulary to inform about or explain the topic.	Struggles to or unable to use precise vocabulary or domain-specific vocabulary to inform about or explain the topic.	Limited use of precise vocabulary or domain-specific vocabulary.	Uses precise vocabulary or domain-specific vocabulary to inform about or explain the topic.	Provides evidence of advance or above grade- level precise vocabulary or domain-specific vocabulary to inform about or explain the topic.
ELACC5W2.e-Provide a concluding statement or section related to the information or explanation presented.	Struggles to or unable to provide concluding statement or section related to the information or explanation presented.	Attempts to provide a concluding statement or section. The statement or section is weak or unrelated the information or explanation presented.	Provides a concluding statement or section related to the information or explanation presented.	Provides evidence of advanced or above grade-level expectations when providing a conclusion or section related to the information or explanation presented.
ELACC5W9 -Draw evidence from literary or informational texts to support analysis, reflection and research.	Struggles or unable to draw evidence from literacy or informational texts to support analysis, reflection, and research.	Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.	Draws evidence from literary or informational texts to support analysis, reflection and research	Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.
ELACC5L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC5L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced and/or above gradelevel expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.

Fifth Grade Text-Based Narrative Writing Rubric

Fifth Grade Text-Based Narrative Writing Rubric Door Not Most Standard Approaching Standard Mosts Standard Figure of Standard				
Standard	Does Not Meet Standard (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
ELACC5W3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELACC5W3.a —Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Struggles to or unable to orient the reader; struggles or fails to establish a situation; struggles or unable to introduce a narrator and/or characters; struggles or unable to organize an event sequence that unfolds naturally. Writing is a list of unrelated events.	Attempts to orient the reader in the introductory paragraph; attempts to establish a situation and introduce a narrator and/or characters; Limited understanding to organizational structure for narratives. Writing is formulaic.	Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally.	Provides evidence of advanced or above grade-level expectations when orienting and establishing a situation and introducing a narrator and/or characters; advanced narrative organizational structure; organizes an event sequence that unfolds naturally.
techniques such as dialogue, description, and pacing to develop experiences and events or show the responses to characters to situations.	Struggles to use narrative techniques. Have little to know understanding of using dialogue, descriptions, and pacing when developing experiences and events or showing the responses to character situations. Writing is a list of events.	Attempts at using dialogue and/or description to develop experiences to show the response of characters are limited or insufficient. Pacing is weak but provides dialogue /or a description to develop experiences and events or/and show the responses to situations.	Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses to characters to situations.	Provides evidence of advanced or above grade-level expectations when using narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses to characters to situations.
ELACC5W3.c -Use a variety of transitional words and phrases to manage the sequence of events.	No use of transitional words and phrases to manage the sequence of events. Events are not in order.	Attempts to use transitional words to manage the sequence of events. No use of or limited use of phrases to manage events. Limited use of transitional words and/or phrases.	Uses transitional words and phrases to signal event order.	Provides evidence of advanced or above grade-level expectations when using Uses transitional words and phrases to signal event order.
ELACC5W2.d- Use concrete words and phrases and sensory details to convey experiences and events precisely.	Struggles to or unable to use concrete words and phrases and sensory details to convey experiences and events precisely.	Limited use of concrete words and phrases and sensory details to convey experiences and events precisely.	Uses concrete words and phrases and sensory details to convey experiences and events precisely.	Provides evidence of advance or above grade-level use concrete words and phrases and sensory details to convey experiences and events precisely.
ELACC5W2.e-Provide a conclusion that follows from the narrated experiences or events.	Struggles to or unable to Provide a conclusion that follows from the narrated experiences or events	Attempts to provide an conclusion. The conclusion is weak or unrelated to the narrated experiences or events.	Provide a conclusion that follows from the narrated experiences or events.	Provides evidence of advanced or above grade-level expectations when providing a conclusion that follows from the narrated experiences or events.
ELACC5W9 -Draw evidence from literary or informational texts to support analysis, reflection and research.	Struggles or unable to draw evidence from literacy or informational texts to support analysis, reflection, and research.	Attempts to draw evidence from literacy or informational texts. Evidence is weak or does not support analysis, reflection, or research.	Draws evidence from literary or informational texts to support analysis, reflection and research	Provides evidence of advanced or above grade-level expectations when drawing evidence from literary or informational texts to support analysis, reflection and research.
command of the conventions of standard English grammar and usage when writing or speaking. ELACC5L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	When writing, student consistently and inadequately demonstrates a lack of understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates limited understanding of grade-level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of grade level appropriate conventions of standard English grammar and usage and capitalization, punctuation, and spelling.	When writing, the student demonstrates command of advanced/and or above gradelevel expectations for the conventions of standard English grammar and usage and capitalization, punctuation, and spelling.