

GRADE 5 INFORMATIONAL WRITING RUBRIC

	1 (1 Point)	2 (2 Points)	3 (3 Points)	4 (4 Points)
STRUCTURE				
Overall	The writer taught readers information about a subject. He/she put in ideas, observations, and questions.	The writer taught readers different things about a subject. He/she put facts, details, quotes, and ideas into each part of his/her writing.	The writer used different kinds of information to teach about the subject. Sometimes he/she included little essays, stories, or how-to sections.	The writer conveyed ideas and information about a subject. Sometimes he/she incorporated essays, explanations, stories, or procedural passages.
Lead	The writer wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.	The writer hooked his/her readers by explaining why the subject mattered, telling a surprise fact or giving a big picture. He/she let readers know that he/she would teach them different things about a subject.	The writer wrote an introduction that helped readers get interested in and understand the subject. He/she let readers know the subtopics he/she would be developing later as well as the sequence.	The writer wrote an introduction in which he/she interested readers, perhaps with a quote or significant fact. He/she may have included his/her own ideas about the topic. He/she let readers know the subtopics that he/she would develop later and how his/her text would unfold.
Transitions	The writer used words to show sequence such as <i>before, after, then, and later</i> .	The writer used words in each section that helped the reader understand how one piece of information connected to another. The writer used words like <i>later, next, before, and after</i> .	The writer wrote about results. He/she used words and phrases such as <i>consequently, as a result, and because of this</i> . When information was compared, phrases like <i>in contrast, by comparison, and especially</i> were used.	The writer used transitions such as <i>for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand</i> to compare, contrast, and connect ideas.
Ending	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer wrote an ending that reminded readers of his/her subject and may have suggested an action or provided a final insight.	The writer wrote a conclusion in which he/she restated the main points and may have offered a final thought or question for readers to consider.	The writer wrote a conclusion in which he/she restated the main points and may have offered a final thought or implication for readers to consider.
Organization	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Subheadings and headings may have been used to title sections.	The writer organized his/her writing into a sequence of separate sections. He/she may have used headings and subheadings to highlight the different sections.	The writer organized his/her writing into a sequence of separate sections and used headings and subheadings to highlight the different sections. The writer used topic sentences to pop out main points. There may have been multiple paragraphs in some sections.

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DEVELOPMENT				
Elaboration	The writer wrote facts, definitions, details, and observations about the topic and explained some of them.	<p>The writer collected information from a variety of sources.</p> <p>The writer taught his/her readers different things about the subject. The writer selected information that was important and interesting. Facts, numbers, names, and examples were included.</p>	The writer collected information from a variety of sources, giving credit to each. The writer researched different things about the subject, selecting information that was important and interesting. Facts, numbers, names, and examples were included.	The writer collected information from a variety of sources, giving credit to each. The writer researched trusted sources and may have included excerpts of texts in his/her piece. The writer “worked” the information so that it was interesting and understandable.
Craft	The writer chose expert words to teach readers a lot about the subject. He/she taught information in a way to interest readers. He/she may have used drawings, captions, or diagrams.	The writer made deliberate word choices to teach his/her readers. When it felt right to do so, the writer chose interesting comparison and used figurative language to clarify his/her points.	The writer made deliberate word choices to teach his/her readers. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts.	The writer considered the impact to have an effect on his/her readers. Domain-specific vocabulary was used and explained to readers. The writer used a teaching tone when appropriate.
LANGUAGE CONVENTIONS				
Spelling	The writer used spelling patterns some of the time.	The writer used appropriate spelling patterns most of the time.	The writer used spelling patterns correctly and edited regularly.	The writer used spelling patterns correctly and extended them to create new words.
Conventions	<p>The writer began and ended some sentences with capitalization and punctuation.</p> <p>The writer sometimes punctuated with commas and quotation marks.</p>	<p>The writer began and ended most sentences with capitalization and punctuation.</p> <p>The writer usually punctuated with commas and quotation marks.</p>	<p>The writer edited independently.</p> <p>The writer used commas to set off introductory parts of sentences and used commas to show talking directly someone such as “Are you mad, Mom?”</p>	The writer used punctuation accurately to convey mood and build tension.

Scoring Directions: In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score _____

Lead Score _____

Transition Score _____

Ending Score _____

Organization Score _____

Elaboration _____ x 2 = _____

Craft Score _____ x 2 = _____

Conventions Score _____

Spelling Score _____

Number of Points	Scaled Score*
1—10	1
11—20	2
21—30	3
31—40	4

***The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.**

Total Score: _____