Rubric for Informational Writing--Fifth Grade

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| Structure | | | |
|  | Above Level | Grade Level | Below Level |
| Overall | The writer conveyed ideas and information about a subject. Sometimes they incorporated essays, explanations, stories, or procedural passages into their writing and facts, details, quotes, and ideas. | The writer taught readers different things about a subject. They put facts, details, quotes, and ideas into each part of their writing. | The writer used different kinds of information to teach about the subject. Sometimes they included facts, details, quotes, and ideas into their esasy. |
| Introduction | The writer wrote an introduction in which they interested readers, perhaps with a quote or significant fact. The writer may have included their own ideas about the topic. They let readers know the subtopics that they would develop later and how their text would unfold. | The writer wrote an introduction in which they helped readers get interested in and understand the subject. The writer let readers know the subtopics that they would develop later as well as the sequence. | The writer hooked their readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. The writer let readers know that they would teach them different things about a subject. |
| Transitions | The writer used transition words to help their readers understand how different bits of information and different parts of their writing fit together. The writer used transitions such as for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand to help connect ideas, information, and examples and to compare, contrast, and imply relationships. | When the writer wrote about results, they used words and phrases such as consequently, as a result, and because of this. When they compared information, they used phrases such as in contrast, by comparison, and especially. | The writer used words in each section that helped readers understand how one piece of information connected with others. If the writer wrote the section in sequence, they used words and phrases such as before, later, next, then, and after. If they organized the section in kinds or parts, they used words such as another, also, and for example. |
| Conclusion | The writer wrote a conclusion in which they restated their important ideas and offered a final insight or implication for readers to consider. | The writer wrote a conclusion in which they restated the main points and may have offered a final thought or question for readers to consider. | The writer wrote an ending in which they reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. The writer added their thoughts, feelings, and questions about the subject at the end |
| Other Paragraphs/Organization | The writer used clear introductory transitions to separate their sections. The writer made deliberate choices about how to order sections and information within sections. The writer used transitions, introductions, and topic sentences to pop out their main points. They wrote multiple paragraphs in some sections. | The writer organized their writing into a sequence of separate sections.. The writer wrote each section according to an organizational plan shaped partly by the genre of the section. The writer followed the structure of an informational essay. | The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. The writer may have used headings and subheadings |
| Development | | | |
|  | Above Grade Level | At Grade Level | Below Grade Level |
| Elaboration/Research | The writer chose a focused subject, included a variety of information, and organized their points to best inform their readers. The writer used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography. | The writer explained different aspects of a subject. They included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. They made sure to research any details that would add to their writing. | The writer taught their readers different things about the subject. They chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. |
| Craft | The writer chose their words carefully to explain their information and ideas and have an effect on their readers. They incorporated domain-specific vocabulary and explained these terms to readers. The writer chose how to present their information to clearly convey why and how the information supported their points. The writer wrote the essay in a teaching-like tone. They used language and sentence structure that matched with their teaching purpose throughout his piece. | The writer made deliberate word choices to have an effect on their readers. They used the vocabulary of experts and explained key terms. The writer not only made choices about which details and facts to include but also made choices about how to convey their information so it would make sense to readers. The writer used a consistent, inviting, teaching tone and varied their sentences to help readers take in and understand the information. | The writer chose expert words to teach readers a lot about the subject. They taught information in a way to interest readers. |
| Language/Conventions | | | |
|  | Above Grade Level | At Grade Level | Below Grade Level |
| Spelling | The writer used resources to be sure the words in their writing were spelled correctly, including technical vocabulary. | The writer used what they knew about word families and spelling rules to help them spell and edit. The writer used dictionaries to help them when needed. | The writer used what they knew about spelling patterns to help them spell and edit before he wrote their final draft. The writer got help from others to check their spelling and punctuation before they wrote his final draft. |
| Punctuation | The writer used punctuation such as dashes, parentheses, colons, and semicolons to help them include extra information and explanation in some of their sentences. | The writer used commas to set off introductory parts of sentences (for example, As you might know,). The writer used a variety of punctuation to fix any run-on sentences. They used punctuation to cite their sources. | The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. |