

Name: _____

Date: _____

Rubric for Information Writing—Fifth Grade

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	Mid-level	The writer conveyed ideas and information about a subject. Sometimes he incorporated essays, explanations, stories, or procedural passages into his writing.	
Lead	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	Mid-level	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	Mid-level	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She may have included her own ideas about the topic. She let readers know the subtopics that she would develop later and how her text would unfold.	
Transitions	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . She also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	Mid-level	When the writer wrote about results, she used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When she compared information, she used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . If she wrote sections that stated an opinion, she used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	Mid-level	The writer used transition words to help his readers understand how different bits of information and different parts of his writing fit together. The writer used transitions such as <i>for instance</i> , <i>in addition</i> , <i>therefore</i> , <i>such as</i> , <i>because of</i> , <i>as a result</i> , <i>in contrast to</i> , <i>unlike</i> , <i>despite</i> , and <i>on the other hand</i> to help connect ideas, information, and examples and to compare, contrast, and imply relationships.	

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STRUCTURE (cont.)								
Ending	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	Mid-level	The writer wrote a conclusion in which she restated her important ideas and offered a final insight or implication for readers to consider.	
Organization	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level	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. He may have used headings and subheadings.	Mid-level	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	Mid-level	The writer used subheadings and/or clear introductory transitions to separate his sections. The writer made deliberate choices about how to order sections and information within sections. He chose structures and text features to help emphasize key points. The writer used transitions, introductions, and topic sentences to pop out his main points. He wrote multiple paragraphs in some sections.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples.	Mid-level	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.	Mid-level	The writer chose a focused subject, included a variety of information, and organized her points to best inform her 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.	(X2)

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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DEVELOPMENT (cont.)								
Elaboration* (cont.)			<p>The writer got her information from talking to people, reading books, and from her own knowledge and observations.</p> <p>The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.</p>		<p>The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.</p>		<p>The writer worked to make her information understandable and interesting. To do this, she may have referred to earlier parts of her text, summarized background information, raised questions, and considered possible implications.</p> <p>The writer might have used different organizational structures within her piece including stories, essays, and how-to sections.</p>	
Craft*	<p>The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.</p>	Mid-level	<p>The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic.</p> <p>When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points.</p> <p>The writer made choices about which information was best to include or not include.</p> <p>The writer used a teaching tone. To do so, he may have used phrases such as <i>that means . . .</i>, <i>what that really means is . . .</i>, and <i>let me explain. . .</i></p>	Mid-level	<p>The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms.</p> <p>The writer worked to include the exact phrase, comparison, or image that would explain information and concepts.</p> <p>The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features.</p> <p>The writer used a consistent, inviting, teaching tone and varied her sentences to help readers take in and understand the information.</p>	Mid-level	<p>The writer chose his words carefully to explain his information and ideas and have an effect on his readers. He incorporated domain-specific vocabulary and explained these terms to readers.</p> <p>The writer worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts to keep readers engaged.</p> <p>The writer chose how to present his information to clearly convey why and how the information supported his points.</p> <p>The writer supported readers' learning by shifting within a consistent teaching tone as appropriate. He used language and sentence structure that matched with his teaching purpose throughout his piece.</p>	(X2)
								TOTAL

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	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly, including technical vocabulary.	
Punctuation	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.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, <i>As you might know</i>). The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra information and explanation in some of his sentences.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4