**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5th Grade Informational Rubric**

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|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Overall** | -I clearly conveyed ideas & information about a subject.  -I included essays, explanations, stories, or procedural passages into my writing  My work is carefully “angled” and focused. | -I used different kinds of information to teach about the subject.  -I sometimes included little essays, stories, or how-to sections in my writing. My work is mostly focused. | I taught my readers different things about a subject.  -I put facts, details, quotes, and ideas into each part of my writing. My work could be more clearly focused. | -I taught my readers information about a subject.  -I put in ideas, observations, & questions.My work is unfocused. |
| **Lead** | -I wrote an engaging narrative or other lead that interested readers, with a scene, story, description, quote or significant fact.  -I included my own ideas about the topic.  -I let readers know the subtopics that I would develop later & how my text would unfold. | -I wrote a mostly engaging lead, which helped readers get interested in and understand the subject.  -I let readers know the subtopics that I would develop later as well as the sequence. | -There is a little evidence of an engaging lead which hooked my readers by explaining why the subject mattered,by telling a surprising fact, or giving a big picture.  -I let readers know that I would teach them different things about a subject. | -I wrote a beginning, which got readers ready to learn a lot of information about the subject. |
| **Transitions** | -I used transition words to help readers understand how different bits of information and different parts of my writing fit together.  -I 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 & to compare, contrast, & show relationships. | -When I wrote about **results**, I used words & phrases such as: *consequently, as a result, and because of this.*  -When I **compared information**, I used phrases such as in *contrast, by comparison, and especially.*  -In **narrative parts**, I used phrases that go with stories such as: *a little later and three hours later.*  -If I wrote sections that **stated an opinio**n, I used words such as: *but the most important reason, for example, and consequently* | -I used words in each section that helped readers understand how one piece of information connected with others.  -If I wrote the section in **sequence**, I used words and phrases such as: *before, later, next, then, and after.*  - If I organized the section in **kinds or parts**, I used words such as: *another, also, and for example.* | -I used words to show **sequence** such as: *before, after, then, and later.*  -I also used words to show **what did not fit** such as: *however and but.* |
| **Ending** | -I wrote a conclusion in which I restated my important ideas  -I offered a final insight or implication for readers to consider. | -I wrote a conclusion in which I restated the main points  -I may have offered a final thought or question for readers to consider. | -I wrote an ending where I reminded readers of my subject & may either have suggested a follow-up action or left readers with a final insight.  -I added my thoughts, feelings, & questions about the subject at the end. | -I wrote an ending that drew conclusions, asked questions, **or** suggested ways readers might respond. |
| **Organization** | -I used subheadings and/ or clear introductory transitions to separate my sections.  -I made deliberate choices about how to order sections and information within sections.  -I chose structures and text features to help emphasize key points.  -I used transitions, introductions, and topic sentences to pop out my main points.  -I wrote multiple paragraphs in some sections. | -I organized my writing into a sequence of separate sections.  -I may have used headings & subheadings to highlight the separate sections.  -I wrote each section according to an organizational plan shaped partly by the genre of the section. | -I grouped information into sections, used paragraphs, & sometimes chapters to separate those sections.  -Each section had information that was mostly about the same thing.  -I may have used headings and subheadings. | -I grouped my information into parts.  -Each part was mostly about one thing that connected to my big topic. |

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|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Elaboration** | -I chose a focused subject, included a variety of information, & organized my points to best inform my readers  -I used trusted sources & information from authorities on the topic & gave the sources credit for important excerpts in the text & in a bibliography.  -I made my information understandable & interesting. To do this, I may have referred to earlier parts of my text, summarized background information, raised questions, & considered possible implications.  -I might have used different organizational structures within my piece including stories, essays, & how-to sections. | -I explained different aspects of a subject.  -I included a variety of information such as: *examples, details, dates, and quotes.*  -I used trusted sources & gave credit when appropriate. I made sure to research any details that would add to my writing.  -I made my information understandable to readers. To do this, I may have referred to earlier parts of my text & summarized background information.  -I let readers know when I was discussing facts & when I was offering my own thinking. | -I taught my readers different things about the subject.  -I chose those subtopics because they were important & interesting. -I included different kinds of facts and details such as numbers, names, & examples.  -I got my information from talking to people, reading books, and from my own knowledge & observations.  -I made choices about organization, perhaps using compare/ contrast, cause/effect, or pro/con. -I may have used diagrams, charts, headings, bold words, and definition boxes to help teach my readers. | -I wrote facts, definitions, details, and observations about my topic and explained some of them. |
| **Craft** | -I chose my words carefully to explain my information & ideas & have an effect on my readers.  -I added domain-specific vocabulary & explained these terms to readers.  -I included exact phrases, comparisons, analogies, and/ or images to explain information & concepts to keep readers engaged.  -I chose how to present my information to clearly convey why and how the information supported my points.  -I supported readers’ learning by shifting within a consistent teaching tone as appropriate. -I used language and sentence structure that matched with my teaching purpose throughout my piece. | -I made deliberate word choices to have an effect on her readers.  -I used the vocabulary of experts and explained key words.  -I included the exact phrase, comparison, or image that would explain information and concepts. -I not only made choices about which details & facts to include, but also made choices about how to convey my information so it would make sense to readers.  -I blended storytelling, summary, and other genres as needed & used text features.  -I used a consistent, inviting, teaching tone and varied my sentences to help readers take in and understand the information. | -I made deliberate word choices to teach my readers. -Imay have done this by using and repeating key words about my topic.  When it felt right to do so, I chose interesting comparisons & used figurative language to clarify my points.  -I made choices about which information was best to include or not include.  -I used a teaching tone. To do so, I may have used phrases such as: *that means . . . , what that really means is . . . , and let me explain. . . .* | -I chose expert words to teach readers a lot about the subject.  -I taught information in a way to interest readers.  -I may have used drawings, captions, or diagrams. |
| **Spelling** | I used resources to be sure the words in my writing were spelled correctly, including technical vocabulary. | I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed. | I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed | I used what I knew about spelling patterns to help myself spell and edit before I wrote my final draft.  -I got help from others to check my spelling & punctuation before I wrote his final draft. |
| **Punctuation** | -I used punctuation such as dashes, parentheses, colons, & semicolons to help myself include extra information & explanation in some of my sentences. | -I used commas to set off introductory parts of sentences *(for example, As you might know,)*.  -I used a variety of punctuation to fix any run-on sentences.  -I used punctuation to cite my sources | -When writing long, complex sentences, I used commas to make them clear & correct. | -I punctuated dialogue correctly, with commas & quotation marks.  -I put punctuation at the end of every sentence while writing.  -I wrote in ways that helped readers with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. |