

Informational Writing Rubric

5th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Sections Groups information into multiple paragraphs or sections; Consistently uses paragraph structures to organize information depending on the type of information included and purpose of writing: sequence or chronology, cause-and-effect, comparison, problem and solution	4 3 2 1	
Introduction Starts by introducing a topic and why it is important; Introduction includes essential background knowledge; Consistently writes in the third-person	4 3 2 1	
Conclusion Includes a concluding section that summarizes the key ideas; Conclusion may include one of the following: question, quote, anecdote, or memorable image	4 3 2 1	

Development	Rubric Score	Notes
Details Includes three to four relevant facts and details to develop and support the topic; Details <u>may</u> include facts, definitions, concrete details, examples, quotations, descriptions	4 3 2 1	
Text Features As called for by the task, uses three to four text features to reinforce main ideas, including a title, illustrations, headings, labels, captions, bold words, diagrams, photographs, multimedia, fact boxes, sidebars	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect ideas or paragraphs	4 3 2 1	

Language	Rubric Score	Notes
Grammar Expands, combines, and reduces sentences when revising for meaning, reader/listener interest, and style; Appropriately uses correlative conjunctions (e.g. <i>either/or</i> , <i>neither/nor</i>); Uses verb tense to convey various times, sequences, states, and conditions; Recognizes and corrects inappropriate shifts in verb tense when revising	4 3 2 1	
Conventions Uses correct capitalization and punctuation conventions; Uses commas correctly, including to separate items in a series, separate an introductory element from the rest of the sentence, set off the words "yes" and "no" (e.g. <i>Yes, thank you</i>), set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), indicate a direct address (e.g. <i>Is that you, Norma?</i>); Uses underlining, quotation marks, or italics to indicate titles of works	4 3 2 1	