Fifth Grade Information Writing Rubric

See Note Below	Grade 3 1 pt = Below	1.5 Pts = Below	Grade 4 2 pts = Basic	2.5 Pts = Basic	Grade 5 3 pts = Meets	3.5 Pts = Excels	Grade 6 4 pts = Excels	Score
Structure								
Overall	Taught readers information about a subject. Put in ideas, observations and questions.		Taught readers different things about the subject. Put facts, details, quotes, and ideas into each part of his/her writing.		Used different kinds of information to teach about the subject. Sometimes included little essays, stories or how-to sections.		Conveyed ideas and information about a subject. Sometimes incorporated essays, explanations, stories or procedural passages into writing.	
Lead	Wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.		Hooked readers by explaining why the subject mattered, telling a surprising fact or giving a big picture. Let readers know that he/she would teach them different things about a subject.		Wrote an introduction that helped readers get interested in and understand the subject. Let readers know the subtopics he/she would be developing later as well as the sequence.		Wrote and introduction in which he/she interested readers, perhaps with a quote or significant fact. May have included his/her own ideas about the topic. Let readers know the subtopics that would develop later and how text would unfold.	
Transitions	Used words to show sequence such as *before, after, then* and *later.* Also used words to show what did not fit such as *however* and *but.*	Mid-Level	Used words in each section that helped the reader understand how one piece of information connected with others. Wrote the section in sequence, used words such as *before, later, next, then* and *after.* Organized the section in kids or parts, used words such as *another, also,* and *for example.*	Mid-Level	When writing about results, he/she used words such as *consequently, as a result,* and *because of this.* When he/she compared information, used phrases such as *in contrast, by comparison,* and *especially.* In narrative parts, he/she used phrases that go with stories such as *a little later* and *three hours later.* Wrote sections that stated an opinion, used words such as *but the most important reason, for example,* and *consequently.*	Mid-Level	Used transition words to help his/her readers understand how different bits of information and different parts of his/her writing fit together. Used transitions such as *for instance, in addition, therefore, such as, because of, as a result, in contract to, unlike, despite,* and *on the other hand* to help connect ideas, information, and examples and to compare, contract and imply relationships.	
Ending	Wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.		Wrote an ending that reminded readers of his/her subject and may either have suggested a follow-up action or left readers with a final insight. Added thoughts, feelings, and questions about the subject at the end.		Wrote a conclusion in which he/she stated the main points and may have offered a final thought or question for readers to consider.		Used subheadings and/or clear introductory transitions to separate sections. Made deliberate choices about how to order sections and information within sections. Chose structures and text features to help emphasize key points. Used transitions, introductions and topic sentences to pop out main points. Wrote multiple paragraphs in some sections.	
Organization	Grouped information into parts. Each part was mostly about one thing that connected to the big topic.		Grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. May have used headings and subheadings.		Organized his/her writing into a sequence of separate sections. May have used headings and subheadings to highlight the separate sections. Wrote each section according to an organizational plan shaped partly by the genre of the section.		Used subheadings and/or clear introductory transitions to separate his sections. Made deliberate choices about how to order sections and information within sections. Chose structures and text features to help emphasize key points. Used transitions, introductions, and topic sentences to pop out main points. Wrote multiple paragraphs in some sections.	
Development								
Elaboration	Wrote facts, definitions, details and observations about the topic and explained some of them.	Mid-Level	Taught readers different things about the subject. Chose subtopics because they were important and interesting. Included different kinds of facts and details such as numbers, names and examples. Got his/her information from talking to people,	Mid-Level	Explained different aspects of a subject. Included a variety of information such as examples, details, dates and quotes. Used trusted sources and gave credit when appropriate. Made sure to research any details that would add to writing. Worked to make information	Mid-Level	Chose a focused subject, included a variety of information, and organized points to best inform readers. 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. Worked to make information understandable and interesting.	X2

Compiled information from Lucy Calkins and Colleagues from the Teachers College Reading and Writing BCPS/10-2015

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			reading books, and from his/her own knowledge and observations. Made choices about organization. Might have used compare/contract, cause/effect, or pro/con. May have used diagrams, charts, headings, bold words, and definition boxes to help teach readers.		understandable. May have referred to earlier parts of text and summarized background information. Let readers know when he/she was discussing facts and when he/she was offering his/her own thinking.		May have referred to earlier parts of text, summarized background information, raised questions, and considered possible implications. Might have used different organizational structures within piece including stories, essays, and how-to sections.	
Craft	Chose expert words to teach a reader a lot about the subject. Taught information in a way to interest readers. May have used drawings, captions or diagrams.		Made deliberate word choices to teach readers, by using and repeating key words about the topic. Chose interesting comparisons and used figurative language to clarify points. Made choices about which information was best to include or not include. Used a teaching tone, by using phrases us as *that means…, what that really means is…, and let me explain…*		Made deliberate word choices to have an effect on readers. Use the vocabulary of experts and explained key terms. Worked to include the exact phrase, comparison or image that would explain information and concepts. Not only made choices about what details and facts to include but also about how to convey information so it would make sense to readers. Blended storytelling, summary and other genres as needed and used text features. Used a consistent inviting, teaching tone and varied sentences to hope readers take in and understand information.		Chose words carefully to explain information and ideas and have an effect on readers. Incorporated domain-specific vocabulary and explain these terms to readers. Worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts to keep readers engaged. Chose how to present information to clearly convey why and how the information supported his points. Supported readers' learning by shifting within a consistent teacher tone as appropriate. Used language and sentence structure that matched with his teaching purpose throughout piece.	X2

Language Conventions

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Spelling	Used what he/she knew about spelling patterns to help him/her spell and edit	Mid-Level	Used what he/she knew about word families and spelling rules to help him/her spell and edit	Mid-Level	Used what she knew about word families and spelling rules to help him/her spell and edit.	Mid-Level	Spelled words correctly	
Punctuation	Punctuated dialogue correctly with commas and quotation marks—punctuation at the end of every sentence—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		Correctly used commas to write long complex sentences for clarity		Uses commas to set off introductory parts of sentences, such as, *As you might know.* Used a variety of punctuation to fix any run-on sentences. Used punctuation to cite sources.		Used punctuation such as dashes, parentheses, colons and semicolons to help include extra information.	

*Note: If a student does not have the skill(s) listed as a '1', give the student '0'

Total Points

Reported Scale Score Online

Number of Points	Scaled Score	Status		Number of Points	Scaled Score	Status
0	0	Refuses to Write		22.5 – 27.5	2.5	Basic
1-11	1	Below		28 – 33	3	Meets
11:5 – 16.5	1.5	Below		33.5 – 38.5	3.5	Excels
17 – 22	2	Basic		39 – 44	4	Excels