







Informative Rubric -5th Grade

	1	2	3	4
 Ideas	<ul style="list-style-type: none"> Attempts to develop topic with limited, repetitious, faulty, and/or unclear information. Information may appear to include plagiarized support. No acknowledgment of sources. 	<ul style="list-style-type: none"> Developed a topic with generally accurate and relevant supportive information and/or details, quotes, and/or ideas. Information may appear to be general or vague. General acknowledgment of sources 	<ul style="list-style-type: none"> Developed a topic with facts, definitions, concrete details, quotations, images or other information and examples related to the topic. Made information understandable for readers by summarizing background information, researching details and/or discussing facts. Used trusted sources and gave proper acknowledgment. 	<ul style="list-style-type: none"> Developed a topic with convincing, supportive information and/or concrete details, quotations, images or other information and examples related to the topic. Conveyed fresh useful information providing unique insights into complex ideas. Integrated information smoothly from multiple sources and includes proper acknowledgement.
 Organization	<ul style="list-style-type: none"> Wrote an introduction that was unclear or is ineffective at hooking the reader. Did not use transitions or used weak wording that failed to connect ideas. Lacks paragraphs or grouping of information The writer lacks organization. Lacks a conclusion or the conclusion is unclear and ineffective 	<ul style="list-style-type: none"> Wrote an introduction that attempted to hook readers with an interesting lead and identified a topic and purpose. Used simple or repetitive transitions to link ideas within categories of information. Grouped information into paragraphs that supported the topic. The writer's organization works to communicate the purpose, but may not enhance understanding. Provided a conclusion in which the writer restated the main points but did not offer a final thought or question for readers to consider. 	<ul style="list-style-type: none"> Wrote an introduction that hooked readers with a lead, identified a topic, established a purpose and subtopics that would be developed later. Used appropriate transition words for the corresponding text structure. Organized writing logically into separate paragraphs using headings and subheadings. The writer made choices about organization appropriate to the topic (i.e. compare/contrast, cause/effect, pro/con, diagrams, charts, headings, bold words, headings, definition boxes). Provided a conclusion in which the writer restated the main points and may have offered a final thought or question for readers to consider. 	<ul style="list-style-type: none"> Wrote an introduction that hooked readers with a lead that created anticipation, identified a topic, established a purpose and subtopics that would be developed later. Used clear, thoughtful transitions progress throughout the piece, showing the reader how ideas relate and enhancing meaning to create a unified whole. Organized writing logically into separate paragraphs using headings and subheadings that draw the reader in with originality and deeper meaning The writer made deliberate choices about the appropriate topic making the best choice for the progression that enriches the reader's understanding Provided a conclusion in which the writer restated the main points and conveyed a powerful sense of closure and resolution
 Voice	<ul style="list-style-type: none"> Writer appears flat and does not connect with the reader in any way. 	<ul style="list-style-type: none"> Writer used a predictable or weak tone with the reader. 	<ul style="list-style-type: none"> Writer used an appropriate tone based on purpose and audience. 	<ul style="list-style-type: none"> Writer used a confident and knowledgeable tone based on purpose and audience.
 Word Choice	<ul style="list-style-type: none"> Used vocabulary that is broad, generic, and/or inaccurate 	<ul style="list-style-type: none"> Used limited or general vocabulary to teach readers Used generic words to explain information 	<ul style="list-style-type: none"> Used precise language and domain specific vocabulary to inform about or explain the topic. Chose words carefully to explain information and have an effect on the reader 	<ul style="list-style-type: none"> Included domain-specific vocabulary and, when necessary, explains terms to readers. Chose words that have a powerful effect on the reader and/or convince the reader.

 <p>Sentence Fluency</p>	<ul style="list-style-type: none"> • Choppy sentence structure that is incomplete, run-on, rambling or awkward. 	<ul style="list-style-type: none"> • Most sentences are simple and compound. Sentence beginning sometimes vary, but in predictable ways. 	<ul style="list-style-type: none"> • Included a variety of sentences (i.e. simple, compound, and complex sentences) for meaning, reader interest, and style. 	<ul style="list-style-type: none"> • Included a variety of sentences (i.e. simple, compound, and complex sentences) for meaning, reader interest, and style. • Sentences enhance meaning and move fluidly from beginning to end
 <p>Conventions</p>	<ul style="list-style-type: none"> • Lacks grade level command of the conventions of standard English grammar and usage. • Lacks grade level command of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • Demonstrated some grade level command of the conventions of standard English grammar and usage. • Demonstrated some grade level command of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • Demonstrated grade level command of the conventions of standard English grammar and usage. • Demonstrated grade level command of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • Demonstrated grade level command of the conventions of standard English grammar and usage effortlessly to creatively enhance message • Demonstrated grade level command of the conventions of standard English capitalization, punctuation, and spelling that enhances readability.