

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Fourth Grade

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. She put facts, details, quotes, and ideas into each part of my writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes he included little essays, stories, or how-to sections in his writing.	
<b>Lead</b>	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked his readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He let readers know that he would teach them different things about a subject.	Mid-level	The writer wrote an introduction that helped readers get interested in and understand the subject. She let readers know the subtopics she would be developing later as well as the sequence.	
<b>Transitions</b>	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He 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 she wrote the section in sequence, she used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If she organized the section in kinds or parts, she used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	Mid-level	When the writer wrote about results, he used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When he compared information, he used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, he used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, he used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	
<b>Ending</b>	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight. He added his thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which she restated the main points and may have offered a final thought or question for readers to consider.	

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<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his 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. She may have used headings and subheadings.	Mid-level	The writer organized his writing into a sequence of separate sections. He 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.	
								TOTAL
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	Mid-level	The writer taught his readers different things about the subject. He chose those subtopics because they were important and interesting.  The writer included different kinds of facts and details such as numbers, names, and examples.  The writer got his information from talking to people, reading books, and from his own knowledge and observations.  The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con. He may have used diagrams, charts, headings, bold words, and definition boxes to help teach his readers.	Mid-level	The writer explained different aspects of a subject. She included a variety of information such as examples, details, dates, and quotes.  The writer used trusted sources and gave credit when appropriate. She made sure to research any details that would add to her writing.  The writer worked to make her information understandable to readers. To do this, she may have referred to earlier parts of her text and summarized background information. She let readers know when she was discussing facts and when she was offering her own thinking.	(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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<b>DEVELOPMENT (cont.)</b>								
<b>Craft*</b>	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach her readers. She may have done this by using and repeating key words about her topic.  When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify her points.  The writer made choices about which information was best to include or not include.  The writer used a teaching tone. To do so, she may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain. . .</i>	Mid-level	The writer made deliberate word choices to have an effect on his readers. He used the vocabulary of experts and explained key terms.  The writer worked to include the exact phrase, comparison, or image that would explain information and concepts.  The writer not only made choices about which details and facts to include but also made choices about how to convey his information so it would make sense to readers. He blended storytelling, summary, and other genres as needed and used text features.  The writer used a consistent, inviting, teaching tone and varied his sentences to help readers take in and understand the information.	(X2)
								TOTAL
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word.  The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft.  The writer got help from others to check her spelling and punctuation before she wrote her final draft.	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 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.	

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<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer used quotation marks to show what characters said.  When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	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. He used punctuation to cite his sources.	
								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