



Grades 4-5 Informative Writing Rubric

Score	Purpose, Focus, Organization	Evidence and Elaboration	Conventions
4	<ul style="list-style-type: none"> ● Main idea is clearly stated ● Skillful use of variety of transitional words ● Ideas are in a logical order from beginning to end ● Provides an introduction and conclusion statement 	<ul style="list-style-type: none"> ● Strongly uses evidence smoothly and thoroughly with precise references to sources ● Gives details using a variety of techniques (i.e. definitions, quotations, examples, etc.) ● Clear and effective expression of ideas ● Uses strong academic and topic-specific vocabulary ● Varied sentence types (i.e. complex, compound, simple sentences) 	
3	<ul style="list-style-type: none"> ● Main idea is clearly stated ● Satisfactory use of variety of transitional words ● Ideas are in appropriate order and related to the topic from beginning to end ● Provides a satisfactory introduction and concluding statement 	<ul style="list-style-type: none"> ● Uses some relevant evidence with references to sources ● Gives details using some types of techniques (i.e. definitions, quotations, examples, etc.) ● Satisfactory expression of ideas ● Uses some academic and topic-specific vocabulary ● Some varied sentence types (i.e. complex, compound, simple sentences) 	
2	<ul style="list-style-type: none"> ● Main idea is stated but may be unclear or not sustained ● Inconsistent use of transitional words ● Ideas are not in appropriate order and related to the topic from the beginning to end ● Provides a poor introduction and concluding statement 	<ul style="list-style-type: none"> ● Weakly uses evidence with reference or citations to sources ● Gives details using weak or repetitive types of techniques (i.e. definitions, quotations, examples, etc.) ● Inconsistent expression of ideas ● Uses inappropriate academic and topic-specific vocabulary ● Most sentences limited to simple constructions 	<ul style="list-style-type: none"> ● Minor errors in usage of English Language conventions ● Appropriately uses conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning
1	<ul style="list-style-type: none"> ● Main idea is unclear or not stated ● Little or no use of transitional words ● Frequent unimportant ideas preventing understanding ● Too brief to demonstrate knowledge of topic 	<ul style="list-style-type: none"> ● Minimal or no evidence or citations with references to sources ● Vague or confusing expression of ideas ● Limited or often inappropriate academic and topic-specific vocabulary ● Sentences limited to simple constructions 	<ul style="list-style-type: none"> ● Various errors in usage of English Language conventions ● Inconsistent use of conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning
0			<ul style="list-style-type: none"> ● The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning



Grade 6 Informative Writing Rubric

Score	Purpose, Focus, Organization	Evidence and Elaboration	Conventions
4	<ul style="list-style-type: none"> ● Main idea is clearly stated ● Skillful use of variety of transitional words ● Ideas are in a logical order from beginning to end ● Provides an introduction and conclusion statement ● Consistent use of point of view 	<ul style="list-style-type: none"> ● Strongly uses evidence smoothly and thoroughly with precise references to sources ● Gives details using a variety of techniques (i.e. definitions, quotations, examples, etc.) ● Clear and effective expression of ideas ● Uses strong academic and topic-specific vocabulary ● Varied sentence types (i.e. complex, compound, simple sentences) 	
3	<ul style="list-style-type: none"> ● Main idea is clearly stated ● Satisfactory use of variety of transitional words ● Ideas are in appropriate order and related to the topic from beginning to end ● Provides a satisfactory introduction and concluding statement 	<ul style="list-style-type: none"> ● Uses some relevant evidence with references to sources ● Gives details using some types of techniques (i.e. definitions, quotations, examples, etc.) ● Satisfactory expression of ideas ● Uses some academic and topic-specific vocabulary ● Some varied sentence types (i.e. complex, compound, simple sentences) 	
2	<ul style="list-style-type: none"> ● Main idea is stated but may be unclear or not sustained ● Inconsistent use of transitional words ● Ideas are not in appropriate order and related to the topic from the beginning to end ● Provides a poor introduction and concluding statement 	<ul style="list-style-type: none"> ● Weakly uses evidence with reference or citations to sources ● Gives details using weak or repetitive types of techniques (i.e. definitions, quotations, examples, etc.) ● Inconsistent expression of ideas ● Uses inappropriate academic and topic-specific vocabulary ● Most sentences limited to simple constructions 	<ul style="list-style-type: none"> ● Minor errors in usage of English Language conventions ● Appropriately uses conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning
1	<ul style="list-style-type: none"> ● Main idea is unclear or not stated ● Little or no use of transitional words ● Frequent unimportant ideas preventing understanding ● Too brief to demonstrate knowledge of topic 	<ul style="list-style-type: none"> ● Minimal or no evidence or citations with references to sources ● Vague or confusing expression of ideas ● Limited or often inappropriate academic and topic-specific vocabulary ● Sentences limited to simple constructions 	<ul style="list-style-type: none"> ● Various errors in usage of English Language conventions ● Inconsistent use of conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning
0			<ul style="list-style-type: none"> ● The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning



Grades 4-5 Opinion Writing Rubric



Score	Purpose, Focus, Organization	Evidence and Elaboration	Conventions
4	<ul style="list-style-type: none">Opinion is clearly statedSkillful use of variety of transitional wordsOpinion is maintained throughout the assignmentProvides a strong concluding statement	<ul style="list-style-type: none">Convincing, relevant evidence is used to support opinionReasons are supported with facts and details from given sourcesSkillfully explains how evidence supports opinionUses strong academic and topic-specific vocabularyVaried sentence types (i.e. complex, compound, simple sentences)	
3	<ul style="list-style-type: none">Opinion is clearly statedSatisfactory use of variety of transitional wordsOpinion is mostly maintained throughout the assignment with a few loosely related statementsProvides a satisfactory concluding statement	<ul style="list-style-type: none">Evidence is adequately convincing and mostly relevantSome reasons are supported with facts and details from given sourcesSomewhat explains how evidence supports opinionsUses some academic and topic-specific vocabularySome varied sentence types (i.e. complex, compound, simple sentences)	
2	<ul style="list-style-type: none">Opinion is stated but may be unclear or focusedInconsistent use of transitional wordsOpinion demonstrates some understanding of the topicOpinion is partially maintained, but writing includes irrelevant informationConclusion may be stated but is not clear	<ul style="list-style-type: none">Evidence is not very convincing and often not relevant to the topicReasons are not well supportedWeaker explanation of how evidence supports the opinionLimited use of academic and topic-specific vocabularyFew sentence types (i.e. complex, compound, simple sentences)	<ul style="list-style-type: none">Minor errors in usage of English Language conventionsAppropriately uses conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning
1	<ul style="list-style-type: none">Opinion is unclear or not statedLittle or no use of transitional wordsOpinion demonstrates little understandingConclusion statement not included	<ul style="list-style-type: none">Evidence is not given or is off topic and irrelevantReasons do not support facts and detailsNo explanation of how the evidence supports the opinion is givenLittle to no academic or topic-specific vocabularyOnly uses simple sentences	<ul style="list-style-type: none">Various errors in usage of English Language conventionsInconsistent use of conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning



Grade 6 Argumentation Writing Rubric



Score	Purpose, Focus, Organization	Evidence and Elaboration	Conventions
4	<ul style="list-style-type: none"> Strongly maintained claim with little to no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and tone established and maintained 	<ul style="list-style-type: none"> Evidence is smoothly integrated and relevant with precise references Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Uses strong academic and topic-specific vocabulary Varied sentence structure, demonstrating language facility 	
3	<ul style="list-style-type: none"> Maintained claim, though some loosely related material may be present Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and tone established 	<ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Uses some academic and topic-specific vocabulary Some variation in sentence structure 	
2	<ul style="list-style-type: none"> Focused claim but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<ul style="list-style-type: none"> Minor errors in usage of English Language conventions Appropriately uses conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning
1	<ul style="list-style-type: none"> Confusing, or ambiguous claim Few transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 	<ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas is vague, unclear, or confusing Little to no academic or topic-specific vocabulary Sentences limited to simple constructions 	<ul style="list-style-type: none"> Various errors in usage of English Language conventions Inconsistent use of conventions (grammar, punctuation, spelling, capitalization, etc.) to enhance meaning