

Name _____

Date _____

Overall Level _____
(Developing, Meeting, or Exceeding)

5th Grade Nonfiction (Informative) Rubric – 2nd/4th Quarter

	DEVELOPING	MEETING	EXCEEDING
Informative	(1) Introduction of topic or text is unclear .	(2) Introduction of topic or text is clear .	(3) Introduction of topic or text is clear and catches reader's attention .
	(1) Groups related information; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	(2) Groups related information logically ; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	(3) Groups related information logically ; include complex formatting (e.g., headings), illustrations, & multimedia when useful to aid comprehension.
	(1) Develops the topic with facts, definitions, concrete details, quotations, or examples related to the topic in own words.	(2) Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic in own words.	(3) Develops the topic with complex facts, definitions, concrete details, quotations, or other information and examples related to the topic in own words.
	(1) Links ideas within categories of information using words and phrases.	(2) Links ideas within and across categories of information using words (e.g., <i>in contrast, especially</i>), phrases, and/or clauses.	(3) Links ideas within and across categories of information using a variety of words, phrases, and/or clauses.
	(1) Uses language and domain-specific vocabulary to inform about or explain the topic in own words.	(2) Uses precise language and domain-specific vocabulary to inform about or explain the topic in own words.	(3) Uses precise and eloquent language and domain-specific vocabulary to inform about or explain the topic in own words.
	(1) Provides a concluding statement or section unrelated to the information presented.	(2) Provides a concluding statement or section related to the information presented.	(3) Provides a well-developed concluding statement or section related to the information presented.
Organization and Focus	(1) Completes some components of the writing process.	(2) Completes all components of the writing process (prewriting with note-taking, first draft, share/revise, edit, publish) using multiple sources.	(3) Completes all components of the writing process using multiple resources in a timely manner .
	(1) Uses some complete sentences and some paragraphing.	(2) Uses all complete sentences and some paragraphing throughout .	(3) Uses well-developed sentences of varying lengths and structures and correct paragraphing throughout .
	(1) Parts of the paper are neat and legible.	(2) Entire paper is neat and legible.	***Once "meeting," the skill is mastered.
	(1) Stays on topic throughout most of the paper.	(2) Stays on topic throughout the entire paper.	(3) Elaborates on topic throughout the entire paper.
	(1) Writing reflects some quarterly conventions mastered.	(2) Writing reflects all quarterly conventions mastered.	(3) Writing reflects all grade level conventions mastered.

**Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

Directions: Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score _____

Developing (0-21)

Meeting (22-28)

Exceeding (29-32)