Name: _____   Date: _____

Rubric for Information Writing—Third Grade

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer taught her readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	
Lead	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which she named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	
Transitions	The writer told different parts about her topic on different pages.	Mid-level	The writer used words such as *and* and *also* to show he had more to say.	Mid-level	The writer used words to show sequence such as *before*, *after*, *then*, and *later*. She also used words to show what did not fit such as *however* and *but*.	Mid-level	The writer used words in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as *before*, *later*, *next*, *then*, and *after*. If he organized the section in kinds or parts, he used words such as *another*, *also*, and *for example*.	
Ending	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up her 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 her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	

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STRUCTURE (cont.)								
Organization	The writer told about her topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	The writer taught her readers different things about the subject. She 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 her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization. She might have used compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	(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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DEVELOPMENT (cont.)								
Craft*	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as *that means . . .* , *what that really means is . . .* , and *let me explain. . . .*	(X2)
TOTAL								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer used all he knew about words and chunks (*at*, *op*, *it*, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level	The writer used what she knew about spelling patterns (*tion*, *er*, *ly*, etc.) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid-level	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	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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LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, he 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.	
								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**