



# Student Writing Rubric

## Fifth Grade: Informative/Nonfiction

**4** Outstanding!

**3** You Got It!

**2** Almost There

**1** Just Beginning

	4 Outstanding!	3 You Got It!	2 Almost There	1 Just Beginning
Ideas and Purpose	<input type="checkbox"/> My topic is narrow and focused, and it has a central idea that is very clear to readers. <input type="checkbox"/> I included many facts, definitions, quotations, and concrete details that develop my topic and support my central idea.	<input type="checkbox"/> My topic is focused, and readers can tell why I wrote this. <input type="checkbox"/> I included some facts, definitions, quotations, and concrete details to develop my topic.	<input type="checkbox"/> My topic has some focus but gets off track, and readers are not sure why I wrote this. <input type="checkbox"/> I included very few facts, definitions, quotations, or concrete details to develop my topic.	<input type="checkbox"/> My topic has no focus, and I do not know what I want to say yet. <input type="checkbox"/> I did not include any facts, definitions, quotations, or concrete details to develop my topic.
Organization	<input type="checkbox"/> I clearly introduce my topic so that readers are informed and engaged. <input type="checkbox"/> I grouped related information in sections or paragraphs in order to organize my ideas and support my purpose and central idea. <input type="checkbox"/> I used a variety of linking words and phrases throughout my writing in order to connect ideas. <input type="checkbox"/> I have a strong concluding sentence or section that relates to my central idea.	<input type="checkbox"/> I clearly introduce my topic. <input type="checkbox"/> I grouped related information in sections or paragraphs in order to organize my ideas. <input type="checkbox"/> I used some linking words and phrases to connect ideas. <input type="checkbox"/> I have a concluding sentence or section that relates to my topic.	<input type="checkbox"/> My introduction is unclear, and readers may not know what my topic is. <input type="checkbox"/> I grouped some related information together, but not all of it is well organized. <input type="checkbox"/> I used very few linking words and phrases to connect ideas. <input type="checkbox"/> I have a concluding sentence or section that does not make sense or relate to my topic.	<input type="checkbox"/> I do not introduce my topic, so readers do not know what I am writing about. <input type="checkbox"/> I did not group related information together. <input type="checkbox"/> I did not use any linking words or phrases to connect ideas. <input type="checkbox"/> I have no concluding sentence or section.



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Craft/Style	<input type="checkbox"/> I included a lot of relevant, topic-specific vocabulary and precise language throughout my piece in order to inform readers and show my expertise.	<input type="checkbox"/> I included some topic-specific vocabulary and precise language in order to inform or teach readers.	<input type="checkbox"/> I included very little topic-specific vocabulary and precise language.	<input type="checkbox"/> I did not include any topic-specific vocabulary or precise language.
	<input type="checkbox"/> I included a mix of many features of informative/nonfiction writing that reflect or match the sound and look of the genre, such as headings, illustrations, bold words, labels, time lines, quotations, and/or a Table of Contents.	<input type="checkbox"/> I included some features of informative/nonfiction writing that reflect or match the sound and look of the genre, such as headings, illustrations, bold words, labels, time lines, quotations, and/or a Table of Contents.	<input type="checkbox"/> I included one or two features of informative/nonfiction writing that reflect or match the sound and look of the genre, such as headings, illustrations, bold words, labels, time lines, quotations, and/or a Table of Contents.	<input type="checkbox"/> I did not include any features of informative/nonfiction writing that reflect or match the sound and look of the genre, such as headings, illustrations, bold words, labels, time lines, quotations, and/or a Table of Contents.
	<input type="checkbox"/> I used many different sentence types, beginnings, and lengths, so my piece is very pleasing to the ear.	<input type="checkbox"/> I used some different sentence types, beginnings, and lengths, so my writing sounds smooth as I read it.	<input type="checkbox"/> Most of my sentences are the same type and length and/or start the same way.	<input type="checkbox"/> My sentences are incomplete, repetitive, or too similar to each other.
Conventions	<input type="checkbox"/> I always used correct punctuation.	<input type="checkbox"/> I used correct punctuation in most of my sentences.	<input type="checkbox"/> I have several punctuation mistakes.	<input type="checkbox"/> I have many punctuation mistakes.
	<input type="checkbox"/> I used correct capitalization throughout my writing.	<input type="checkbox"/> I used correct capitalization in most of my writing.	<input type="checkbox"/> I have several capitalization mistakes.	<input type="checkbox"/> I have many capitalization mistakes.



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<p>Conventions (continued)</p>	<p><input type="checkbox"/> My spelling and grammar are always correct.</p> <p><input type="checkbox"/> My writing is very easy to read because it does not have any errors.</p>	<p><input type="checkbox"/> My spelling and grammar are mostly correct.</p> <p><input type="checkbox"/> The errors I have do not confuse my readers.</p>	<p><input type="checkbox"/> I have several spelling and grammar mistakes.</p> <p><input type="checkbox"/> Some errors I made are distracting and may confuse my readers.</p>	<p><input type="checkbox"/> I have many spelling and grammar mistakes.</p> <p><input type="checkbox"/> Many of my errors will confuse my readers. It is very hard to understand my writing.</p>
<p>Unit-Specific Evidence: Biography</p>	<p><input type="checkbox"/> It is clear to my readers that I am an expert on the subject of my biography because I included relevant research from various primary and secondary sources.</p> <p><input type="checkbox"/> I effectively and consistently used a variety of biography writing techniques that I learned from the mentor authors. I can explain what techniques I used, how they support my central idea, and why they are appropriate for my purpose and audience.</p>	<p><input type="checkbox"/> It is clear to my readers that I am an expert on the subject of my biography because I included some research from primary and secondary sources.</p> <p><input type="checkbox"/> I used some biography writing techniques that I learned from the mentor authors, and I can show you where I did this.</p>	<p><input type="checkbox"/> My readers can see that I am an expert on some parts of the subject of my biography but that there are areas about which I need to do more research.</p> <p><input type="checkbox"/> I tried to use one or two biography writing techniques that I learned from the mentor authors.</p>	<p><input type="checkbox"/> My readers can tell that I am not an expert on the subject of my biography and did not include any research.</p> <p><input type="checkbox"/> I did not try to use any biography writing techniques that I learned from the mentor authors.</p>