

3rd- 5th Grade Genesee County Instructional Analytic Rubric for Informational/Expository Writing for Gathering Teaching Points

Name _____ Date _____ Grade _____ Text Structure _____

	Meets Standards			Approaching Standards			Developing			Emergent		
Content/Ideas	<ul style="list-style-type: none"> A clear purpose/focus 3rd: Supports topic with clear and relevant facts, definitions and details 4th/5th: Fully supports topic with clear and relevant facts, definitions and details Accurate grade appropriate domain specific vocabulary 			<ul style="list-style-type: none"> Introduces the task Adequately supports topic with clear and relevant facts, definitions and details. Grade appropriate domain specific vocabulary that could have misconceptions Excludes extraneous details and information 			<ul style="list-style-type: none"> At least minimal focus on the task and/or too broad a purpose Contains facts: May be insufficient, unclear and/or irrelevant facts, definitions and details. At least minimal grade appropriate domain specific vocabulary that could have misconceptions Simple facts that are not developed 			<ul style="list-style-type: none"> No clear task or purpose Little or no supporting facts, definitions or details. Basic vocabulary, little or no grade appropriate domain specific vocabulary Undeveloped task Not focused on the task 		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Organization	<ul style="list-style-type: none"> Structure is organized in a logical sequence Writing is developed with appropriate text structure conclusion Linking words and phrases are appropriate and connect the ideas within and between paragraphing 			<ul style="list-style-type: none"> Structure is loosely organized and may not flow in a logical sequence Writing is beginning to develop text structure introduction, body and conclusion Linking words and phrases are sometimes used to connect the ideas within and between paragraphs Uses paragraphs 			<ul style="list-style-type: none"> Introduction, body, and/or conclusion are present. (Must have 2 or 3) Some attempt at linking words and phrases At least attempting some type of organization 			<ul style="list-style-type: none"> Text structure is not evident Incorrect text structure 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Style	<ul style="list-style-type: none"> Variety of precise word choice that enhances the task Engages reader (i.e. humor, questioning, emotional appeal, bandwagon, association, repetition) Uses punctuation as a craft Variety of sentence structures and descriptive phrases that are effective for the audience and purpose Evidence of compound or complex sentences 			Adequate command of language for task <ul style="list-style-type: none"> Clear sentences Some descriptive language Variety of descriptive and precise words Attempts to involve the reader by addressing the reader directly Sentences becoming more complex 			<ul style="list-style-type: none"> Vocabulary not imprecise At least a minimal variety in sentence structure Word choice not repetitive Sentence starters not repetitive Mostly simple sentences hinder effectiveness of the writer's purpose 			<ul style="list-style-type: none"> Ineffective use of language for the task Writer uses simple sentences with little variety 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Conventions: See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English: <ul style="list-style-type: none"> Grammar and usage {L.3-5.1 (a-all)} Spelling, punctuation, and capitalization {L.3-5.2 (a-all)} Complete list of sources provided when applicable 			<ul style="list-style-type: none"> Grade appropriate language with occasional lapses in writing conventions that are hardly noticeable Use of conventional spelling and spelling patterns Generally demonstrates command of Standard English: <ul style="list-style-type: none"> Grammar and usage {L.3-5.1 (a-all)} Spelling, punctuation, and capitalization {L.3-5.2 (a-all)} Partially complete list of sources provided when applicable 			<ul style="list-style-type: none"> Demonstrates knowledge of punctuation, capitalization, spelling and grammar rules. Complete sentences (no run-ons or fragments) Surface errors do not make understanding difficult Partially complete list of sources, but not always accurate when applicable Most high frequency words spelled correctly 			<ul style="list-style-type: none"> Few high frequency words spelled correctly Basic capitalization and punctuation is generally correct Understanding of basic grammar rules May be surface errors but do not make understanding difficult No sources listed when applicable 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46	45 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	25 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10 9 8 7 6	5 4 3 2 1