

The Kenton County School District

Grades 3-5 Scoring Rubric (Informative Writing Rubric)

	Emerging	Near Expectation	Meets Expectation	Advanced
<b>Informational (Audience, Purpose and Idea Development)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks introduction</li> <li><input type="checkbox"/> Lacks awareness of audience</li> <li><input type="checkbox"/> Lacks organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Lacks development of the topic; lacks focus on the topic</li> <li><input type="checkbox"/> Lacks concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to clearly introduce the topic</li> <li><input type="checkbox"/> Attempts to demonstrate awareness of audience</li> <li><input type="checkbox"/> Attempts to create an organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Attempts to develop the topic; attempts to stay focused on the topic</li> <li><input type="checkbox"/> Attempts to provide a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces a topic clearly</li> <li><input type="checkbox"/> Demonstrates awareness of audience</li> <li><input type="checkbox"/> Creates an organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Develops the topic with facts, definitions, details, etc. while maintaining a clear focus on the topic throughout</li> <li><input type="checkbox"/> Provides a concluding statement or section related to the information or explanation presented</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a subtle introduction of the topic</li> <li><input type="checkbox"/> Meets the needs of the audience by providing relevant background</li> <li><input type="checkbox"/> Creates a logical and coherent organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Develops the topic with elaborated facts, definitions, details, etc. while maintaining a strong focus on the topic throughout</li> <li><input type="checkbox"/> Provides a concluding statement or section strongly supporting the information or explanation presented</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks transitions</li> <li><input type="checkbox"/> Information is randomly grouped</li> <li><input type="checkbox"/> Lacks text features when they are needed to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to use transitions to connect ideas within categories of information</li> <li><input type="checkbox"/> Attempts to group information</li> <li><input type="checkbox"/> Attempts to include text features when useful for aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses effective transitions to connect ideas within categories of information</li> <li><input type="checkbox"/> Groups related information in paragraphs and sections</li> <li><input type="checkbox"/> Includes text features when useful for aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses subtle transitions to effectively connect ideas within categories of information</li> <li><input type="checkbox"/> Groups information logically to enhance writing</li> <li><input type="checkbox"/> Includes text features when useful to aid in comprehension, provide clarity, and elaborate on the topic</li> </ul>

<p style="text-align: center;"><b>Conventions</b> <b>(Sentence Structure, Grammar, Usage and Word Choice)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks the correct use of grammar and mechanics</li> <li><input type="checkbox"/> Lacks precise language and domain-specific, grade level appropriate vocabulary</li> <li><input type="checkbox"/> Lacks tone</li> <li><input type="checkbox"/> Uses simple sentences</li> <li><input type="checkbox"/> Lacks correct spelling of grade-appropriate words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to use correct grammar and mechanics</li> <li><input type="checkbox"/> Attempts to use precise language and domain-specific, grade level appropriate vocabulary</li> <li><input type="checkbox"/> Attempts to use tone appropriate for audience and purpose</li> <li><input type="checkbox"/> Attempts to vary sentence structure</li> <li><input type="checkbox"/> Attempts to spell grade-appropriate words correctly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with audience by using correct grammar and mechanics</li> <li><input type="checkbox"/> Uses precise language and domain-specific, grade level appropriate vocabulary to inform about or explain the topic</li> <li><input type="checkbox"/> Employs tone appropriate for audience and purpose</li> <li><input type="checkbox"/> Varies sentence structure</li> <li><input type="checkbox"/> Spells grade-appropriate words correctly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with audience effectively by using correct grammar and mechanics</li> <li><input type="checkbox"/> Uses rich language and advanced domain-specific, grade level appropriate vocabulary to inform about or explain the topic</li> <li><input type="checkbox"/> Employs purposeful tone appropriate for audience and purpose</li> <li><input type="checkbox"/> Varies sentence structure effectively to enhance writing</li> <li><input type="checkbox"/> Spells above grade-level words correctly</li> </ul>
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