

**Morrice Area Schools – Informative Writing Rubric**

**4<sup>th</sup> – 6<sup>th</sup> Grade**

	<b>4 - Advanced (Exceeds Standards)</b>	<b>3 - Proficient (Meets Standards)</b>	<b>2 - Partial (Approaching Standards)</b>	<b>1 - Minimal (Below Standards)</b>
<b>Focus/ Information</b> CCSS: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• Demonstrates a strong understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• Demonstrates an understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• Demonstrates limited understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Demonstrates little to no understanding of topic/text(s)</li> </ul>
<b>Organization</b> CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2e ➤ W – 4	<ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Logically groups related information into paragraphs or sections, including formatting</li> <li>• Uses varied transitions to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts (5<sup>th</sup> and 6<sup>th</sup> grade only)</li> <li>• Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information (4<sup>th</sup> grade only)</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Groups related information into paragraphs or sections, including formatting (ex. headings)</li> <li>• Uses varied transitions to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts (5<sup>th</sup> and 6<sup>th</sup> grade only)</li> <li>• Uses linking words and phrases appropriately to connect ideas within categories of information (4<sup>th</sup> grade only)</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Grouping of ideas lacks cohesion (ex. list-like, rambling, or repetitive)</li> <li>• Uses some simplistic transitions to connect ideas (5<sup>th</sup> and 6<sup>th</sup> grade only)</li> <li>• Attempts to use some simplistic linking words to connect ideas (4<sup>th</sup> grade only)</li> </ul>	<ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Does not group related information together</li> <li>• Uses no transitions to connect ideas (5<sup>th</sup> and 6<sup>th</sup> grade only)</li> <li>• Uses no linking words (4<sup>th</sup> grade only)</li> </ul>
<b>Support/ Evidence</b> CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8 ➤ W – 9b	<ul style="list-style-type: none"> <li>• Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li>• Uses credible and varied sources</li> <li>• Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant and sufficient text support from the resources with accuracy</li> <li>• Uses credible sources</li> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</li> <li>• Uses mostly credible sources</li> <li>• Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use relevant or sufficient text support from the resources with accuracy</li> <li>• Uses few to no credible sources</li> <li>• Does not support opinion with facts, details, and/or reasons</li> </ul>
<b>Language</b> CCSS: ➤ L – 1 ➤ L – 2 ➤ W – 2d	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability</li> <li>• Utilizes precise and domain-specific vocabulary accurately throughout student writing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability</li> <li>• Utilizes precise language and domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Demonstrates some grade level appropriate conventions, but errors may interfere with the readability</li> <li>• Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Demonstrates limited understanding of grade level conventions, and errors interfere with the readability</li> <li>• Does not utilize precise language or domain-specific vocabulary</li> </ul>

Adapted from Elk Grove Unified School District Common Core Writing Rubrics  
 CCSS – Common Core State Standards alignment (“W” = Writing strand; “L” = Language strand)