Informative/Explanatory Writing Rubric-Grades 3-5

Writing Descriptors Score Points	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Minimal Command
Statement of Purpose/Focus **Instructional Strategies to support development** • Use mentor text to support the form of writing. • Model this form of writing using the SURE student rubric for informative/explanatory writing	The response is comprehensively written with a clear focus and includes the topic and or text: • Topic is clearly introduced and a general observation and focus are provided with information grouped logically.	The response is adequately written with a general focus: • Topic is introduced and a focus is provided and information is loosely organized.	The response is not clearly written. The text is not mentioned in the introduction: • Topic may or may not be introduced and there is no general observation or focus for the response provided. • Some extraneous information is included.	The response is poorly written: • The topic is not introduced and there is no general observation or focus for the response. • Information provided is very confusing.
Organization **Instructional Strategies to support development** • Use the student SURE rubric and teach the components of Informative/Explanatory writing. • Teach text features (graphics, bold type) & structure(s) (sequence (procedure), chronology (time-order), description, definition, compare/contrast, cause-effect, problem-solution) • Teach semantic clues or signal (linking) words and phrases that help writer to compose text with coherence & clarity.(Hess & Hervey, 2010)	The response has a clear and effective organizational structure and conveys a complete thought that is appropriate to writing type and purpose: • Effective & consistent use of a variety of transitional strategies (linking words, phrases & clauses e.g. consequently, specifically) • Logical progression of ideas from beginning to end. • Effective introduction & conclusion for audience and purpose.	The response has a recognizable organizational structure, adequate for type and purpose, though there may be minor flaws and some ideas may be loosely connected: • Adequate use of transitional strategies with some variety. • Adequate progression of ideas from beginning to end. • Adequate introduction and conclusion.	The response has an inconsistent organizational structure, and flaws are evident: • Inconsistent use of transitional strategies with little variety. • Uneven progression of ideas from beginning to end. • Conclusion and introduction, if present, are weak.	The response has little or no recognizable organizational structure: • Few or no transitional strategies are evident. • Frequent extraneous ideas are included.

Writing Descriptors Score Points	4- Deep Command	3- Sufficient Command	2- Partial Command	1- Minimal Command
Elaboration of Evidence **Instructional Strategies to support Elaboration** • Use non-fiction text on a consistent basis. • Conduct close reads of texts. • Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 & 4) • Use author's Craft. • Teach the FACADES strategy. (Incorporate various contextual clues into the writing)	The response provides thorough and convincing support/evidence that includes the effective use of facts, concrete details, quotations or other information or examples related to the topic: • Use of evidence from sources is smoothly integrated, comprehensive, and relevant. • Effective use of a variety of elaborative techniques.	The response provides adequate support/evidence that includes the effective use of facts, concrete details, quotations or other information or examples related to the topic: • Some evidence from sources is integrated, though citations may be general or imprecise. • Adequate use of some elaborative techniques.	The response provides uneven, general support/evidence of the facts, details, or other information or examples related to the topic: • Evidence from sources is weakly integrated, and citations, if present, are uneven. • Weak or uneven use of elaborative techniques.	The response provides minimal support/evidence that includes little or no use of sources, facts, and details: • Use of evidence from sources is minimal, absent, in error or irrelevant.
Language & Vocabulary • **FACADES** (Write examples of formal, apposition, example, description, synonym & structural analysis definitions)	The response clearly and effectively expresses ideas, using precise language: • Use of academic (T-2) and domain-specific (T-3) vocabulary is clearly appropriate for the audience and purpose.	The response adequately expresses ideas, using a mix of precise with more general language: • Use of domain-specific vocabulary is generally appropriate for the audience and purpose.	The response expresses ideas unevenly, using simplistic language: • Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose.	Within the response, the expression of ideas is vague, lacks clarity, or is confusing • Use of limited language or domain-specific vocabulary. • Response may have little sense of audience or purpose.
Conventions • Embed lessons on grammar and usage in actual writing tasks. • Confer with students about writing. • Engage students in peer editing & revising.	The response demonstrates a strong command of conventions: • Few, if any, errors in usage and sentence formation. • Effective and consistent use of punctuation, (e.g. quotation marks), capitalization, and spelling.	The response demonstrates an adequate command of conventions: • Some errors in usage and sentence formation are present, but no systematic pattern of error is displayed. • Adequate use of punctuation, capitalization, and spelling.	The response demonstrates a partial command of conventions: • Frequent errors in usage may obscure meaning. • Inconsistent use punctuation, capitalization, and spelling.	The response demonstrates a lack of command of conventions. • Errors are frequent and severe and meaning is often obscured.