

Grades 3-5 Informational Writing

Joint School District No. 2
Adapted from Great Source Rubrics

3rd-5th Informational	4	3	2	1
Ideas	The topic, focus, and skilled use of facts, definitions, and details make the informational writing truly memorable.	The writing is informative with a clear focus and facts, definitions, and details. Additional details may be needed.	The focus of the writing needs to be clearer, and more specific facts, definition and details are needed.	The topic needs to be narrowed or expanded. Many more specific facts, definition and details are needed.
Organization	The writing is well organized and easy to read: The introduction draws the reader in, the body moves the reader through ideas, supporting the focus, and the conclusion is strong. Varied transitions are used.	The writing has a clear introduction, body, and conclusion. Linking words and phrases that act as transitions are consistently used, though they may be repetitive.	The introduction, body and/or conclusion need more development. Sometimes, linking words and phrases that act as transitions are minimal or missing.	The introduction, body, and conclusion all run together and/or are missing. Linking words or phrases that act as transitions are needed.
Voice	The voice sounds confident, knowledgeable, and enthusiastic.	The voice sounds well-informed most of the time.	The voice sounds unsure.	The voice cannot be heard.
Word Choice	The word choice makes the essay very clear, informative, and fun to read.	Some specific nouns and action verbs make the essay clear and informative. Unfamiliar terms are defined.	Too many general words are used. Specific nouns and verbs are needed. Some words need to be defined.	General or missing words make this essay hard to understand.
Sentence Fluency	The variety of sentences used makes the paper easy to read.	Most of the sentences read smoothly, but more variety is needed.	Many short, choppy sentences need to be combined to make a better variety of sentences.	Many sentences are choppy or incomplete and need to be rewritten.
Conventions	Punctuation and grammar are correct. Spelling is correct.	The essay has a few minor errors in punctuation, spelling, or grammar.	The essay has several errors in punctuation, spelling, or grammar causing confusion.	Many errors make the essay confusing and hard to read. Help is needed to make corrections.