

# Scoring Rubric for Writing To Inform

GRADE 3–5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Look for evidence of the specific criteria as you score each student’s paper.  
Put a check mark in a score column for each trait. Add the total number of points.**

Writing in which ideas on a topic are presented, explained, or defined in an interesting way.	1 Emerging	2 Developing	3 Competent	4 Strong
<b>Ideas and Development</b> ~ Develops a clear and focused topic (main idea, topic sentence) ~ Uses details that support the main topic (examples, facts)				
<b>Organization</b> ~ Provides a clear beginning, middle, and ending ~ Organizes/sequences relevant details ~ Uses transition words to establish order				
<b>Voice</b> ~ Holds the reader’s attention ~ Reflects an interest and/or enthusiasm in the topic				
<b>Word Choice</b> ~ Includes specific vocabulary appropriate to the topic ~ Uses precise words that enhance the meaning and clarify understanding				
<b>Sentence Fluency</b> ~ Uses varied sentence beginnings, lengths, and structures ~ Uses sentences that lead the reader from one idea to the next				
<b>Conventions</b> ~ Uses accurate spelling, grammar, usage, punctuation, and capitalization				
<b>TOTAL NUMBER OF POINTS ►</b>				

Adapted from 6 Traits, Northwest Regional Educational Laboratory

ANALYTIC SCORE	TOTAL SCORE
1. Emerging: need for revision outweighs strengths	Below 12 Little or inaccurate application
2. Developing: strengths and need for revision are about equal	12-17 Some application
3. Competent: on balance, the strengths outweigh the weaknesses; a small amount of revision is needed	18-20 Solid application
4. Strong: shows control and skill in this trait; many strengths present	21-24 Thorough application
	Off-Prompt (OP) is readable but did not respond to the prompt
	Non-Scoreable (NS) is illegible/ incoherent/ blank