

## Informational Writing Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Expectations Not Met 1</b>
<b>Ideas</b>	Topic is clear and focused throughout the piece. Includes relevant examples, facts, anecdotes, and details researched through a variety of resources. Ideas propose connections and extensions.	Topic is clear and focused. Includes some relevant examples, facts, anecdotes, and details researched through a variety of resources. Ideas propose some connections and extensions.	Topic is somewhat clear and focused. Includes few examples, facts, anecdotes and details. Few connections or extensions offered.	Little or no topic development and focus. Lacks examples, facts, anecdotes and details. No connections or extensions offered.
<b>Organization</b>	Organization pattern is clearly based on introduction, hierarchy of ideas, sequence of steps or comparison, and an appropriate summary statement. Conveys information through use of chronological order, cause/effect, similarity/difference, or question and answer throughout the piece.	Organization pattern is based on introduction, hierarchy of ideas, sequence of steps or comparison, and an appropriate summary statement. Conveys information through use of chronological order, cause/effect, similarity/difference, or question and answer.	Organization pattern is somewhat based on introduction, hierarchy of ideas, sequence of steps or comparison, and an appropriate summary statement. Information is loosely conveyed or connected to topic.	Little or no organization. Information does not support topic.
<b>Style</b>	Varied transitional elements effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering) throughout the piece. Uses a variety of sentence patterns and/or descriptive language throughout the piece.	Varied transitional elements effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering). Uses a variety of sentence patterns and/or descriptive language.	Limited use of transitional elements effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering). Limited use of a variety of sentence patterns and/or descriptive language.	Lacks transitional elements to effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering). Lacks variety of sentence patterns and/or descriptive language.
<b>Conventions</b>	Strong command of usage and grammar conventions evident. Application of spelling rules does not interfere with understandability throughout the piece. Strong evidence of the application of the writing process.	Command of usage and grammar conventions evident. Application of spelling rules does not interfere with understandability. Evidence of the application of the writing process.	Errors in usage and grammar conventions sometimes interfere with understanding. Application of spelling rules somewhat interferes with understandability. Some evidence of the application of the writing process.	Errors in usage and grammar conventions interfere with understanding. Application of spelling rules interferes with understandability. Little or no evidence of the application of the writing process.

Total Score: \_\_\_\_\_