

4TH–8TH GRADE WRITING TO REPORT INFORMATION RUBRIC

	Criteria for Evaluation	Scoring Guidelines
1	The student writes a report of information that contains a minimum of 22 complete, coherent, and logically sequenced sentences that focus on a single topic. (4 possible points)	4 pts – 22 or more complete sentences focused sequentially and logically on the topic 3 pts – 18–21 complete sentences that meet the criteria 2 pts – at least 14 sentences that meet the criteria 0 pts – fewer than 14 sentences on the topic
2	The student follows conventions of capitalization, punctuation, and spelling. (2 possible points)	2 pts – errors appear to be errors of draft and do not interfere with the readability of the piece 1 pt – some noticeable and/or recurrent errors that need attention 0 pts – errors interfere significantly with the readability of the piece
3	The student writes a well thought-out, stand-alone opening paragraph, with at least two sentences, that introduces the topic to the reader. (2 possible points)	2 pts – opening paragraph meets the criteria 1 pt – opening paragraph has <u>either</u> 2 adequate/standard sentences <u>or</u> just one sentence that is well thought-out 0 pts – no opening or does not meet criteria
4	The student writes a specific, stand-alone “topic sentence” to introduce each category of information within the body of writing. (2 possible points)	2 pts – stand-alone sentence that introduces <u>each</u> category of information 1 pt – stand-alone sentences that introduce <u>all but 1</u> category of information 0 pts – 2 or more body paragraphs do not have a stand-alone sentence that introduces a category
5	The student provides factual and relevant details in the form of additional information for each category. (3 possible points)	3 pts – at least 5 detail sentences for <u>each</u> category of information 2 pts – at least 4 detail sentences for <u>each</u> category of information 0 pts – fewer than 4 detail sentences for each category
6	The student uses varied and appropriate descriptive or technical language to increase the reader’s conceptualization of the topic. (2 possible points)	2 pts – 6 or more examples 1 pt – 4 examples 0 pts – 3 or fewer examples
7	The student uses visual representations to increase reader understanding of the topic. (1 possible point)	1 pt – at least 1 appropriate and effective visual 0 pts – no visuals used or visuals are ineffective/inappropriate to the topic
8	The student uses text features (title, headings, bold, parentheses, etc.) to assist the reader with comprehension. (1 possible point)	1 pt – at least 2 examples of appropriate and effective use of text features 0 pts – fewer than 2 examples or text features used or text features are ineffective/inappropriate to the topic

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9	The student uses a well thought-out closing that revisits the main topic by summarizing or reflecting on the information. The closing differs from the opening. (1 possible point)	1 pt – a stand-alone closing that meets the criteria 0 pts – no closing <u>or</u> the closing is patterned <u>or</u> does not meet the criteria
10	The student uses varied and appropriate transition words and phrases within each body paragraph to “move” the writing logically. (2 possible points)	2 pts – 5 or more transition words/phrases 1 pt – at least 4 transition words/phrases 0 pts – fewer than 4 transition words/phrases