

Students Collaborative Informational Writing Rubric - 4th Grade

	4	3	2	1
Lead	<ul style="list-style-type: none"> I hooked my readers by introducing the topic while using a teaching tone. I explained why the subject mattered by telling a surprising fact, or giving them a big picture. I let readers know that I would be teaching them different things about a subject. 	<ul style="list-style-type: none"> I hooked my readers by introducing the topic and explaining why the subject mattered. I also let readers know that I would be teaching them different things about a subject. 	<ul style="list-style-type: none"> I introduced the topic by explaining why the subject mattered. I let readers know that I would be teaching them different things about a subject. 	<ul style="list-style-type: none"> I did not hook my reader by introducing the topic. My thesis statement isn't clear and/or I do not let readers know what I will be teaching them.
Transitions	<ul style="list-style-type: none"> I used words in each section to help readers understand how one piece of information connected with others. I used words and phrases while sequencing such as <i>before</i>, <i>later</i>, <i>next</i>, <i>then</i>, and <i>after</i>. I also used words for support such as <i>another</i>, <i>in addition to</i>, <i>also</i>, and <i>for example</i>. 	<ul style="list-style-type: none"> I used words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>. I also used words to show what didn't fit such as <i>however</i> and <i>but</i>. 	<ul style="list-style-type: none"> I used a few low level words such as <i>then</i>, <i>next</i>, and <i>also</i> to connect some of my thoughts together. Most of my writing is not connected together using words or phrases. 	<ul style="list-style-type: none"> I didn't connect parts of my piece together by using words to connect and organize my thinking.
Ending	<ul style="list-style-type: none"> I wrote a fully developed ending by reminding readers of my topic and gave a final idea or insight. I added my thoughts, feelings, and questions about the subject at the end. 	<ul style="list-style-type: none"> I wrote a developed ending that drew conclusions about my topic, asked questions, or suggested final ideas that readers could take away. 	<ul style="list-style-type: none"> I wrote an ending with some sentences or a section at the end to wrap up my piece that attempts to restate the topic. 	<ul style="list-style-type: none"> I wrote a quick ending to wrap up my piece that leaves the reader with many questions. I do not remind readers of my topic.
Organization	<ul style="list-style-type: none"> I grouped my information into sections. I used paragraphs and sometimes chapters to separate those different sections. Each section had information that was mostly about the same thing. I also used headings and subheadings. 	<ul style="list-style-type: none"> I grouped my information into sections. I used paragraphs to separate those different sections. Each section was mostly about one thing that connected to my big topic. 	<ul style="list-style-type: none"> My writing had different parts. Each part told different information about the topic. 	<ul style="list-style-type: none"> I wrote about my topic part by part, but did not separate it into paragraphs or chapters. I did not teach about different subjects.
Elaboration	<ul style="list-style-type: none"> I taught my readers different things about the subject. I chose those subtopics because they were important and interesting. I included different kinds of facts and details. I got my information from many different sources. I used text features such as diagrams, charts, headings, bold words, and definition boxes to help teach my readers. I used compare/contrast, cause/effect, or pro/con. 	<ul style="list-style-type: none"> I taught my readers different things about the subject. I chose those subtopics because they were important. I wrote facts, definitions, and details about my topic and explained some of them. I got my information from many different sources. I used text features such as diagrams, charts, headings, bold words, and definition boxes to teach my readers. 	<ul style="list-style-type: none"> I taught my readers different things about the subject. I used different kinds of information in my writing such as facts, definitions, details, and observations. I attempted to use text features such as diagrams, or charts. 	<ul style="list-style-type: none"> I taught my readers about the subject. I attempted to use different kinds of information such as facts, definitions, and details.

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Craft	<ul style="list-style-type: none"> • I made expert word choices to teach my readers. I used 4th grade vocabulary. • I made choices about which information was best to include or not include. • I used a teaching tone. To do so, I may have used phrases such as “that means”, “what that really means is “ and “let me explain“. 	<ul style="list-style-type: none"> • I chose expert words to teach readers a lot about the subject. • I taught information in a way to interest readers. • I attempted to use a teaching tone and used some 4th grade vocabulary. 	<ul style="list-style-type: none"> • I tried to include the words that showed I’m an expert on the topic. • I supported my topic by using some 4th grade vocabulary. 	<ul style="list-style-type: none"> • I used labels and words to give facts on the topic. • I did not support my writing by using 4th grade vocabulary words.
Spelling	<ul style="list-style-type: none"> • I used what I knew about word families and spelling rules to help me spell and edit. • I used the word wall and dictionaries to help me when needed. • My work is completely edited with correct spelling. 	<ul style="list-style-type: none"> • I tried to use the word wall and a dictionary to edit my spelling. • Most words have been edited properly and are correctly spelled. • My work still has some words misspelled. 	<ul style="list-style-type: none"> • My work contains several mis-spelled words but I was able to edit some words using a dictionary and the words on the word wall. 	<ul style="list-style-type: none"> • My work contains many misspelled words. • I did not use the word wall or a dictionary to help me correctly spell words in my work.
Punctuation	<ul style="list-style-type: none"> • I broke up long ideas into smaller sentences using periods, question marks or exclamation points. • I used commas to make long sentences correct and clear for my reader. 	<ul style="list-style-type: none"> • I have a few run on sentences that have not been broken into smaller sentences by using periods, question marks, exclamation points, or by being separated by a comma. 	<ul style="list-style-type: none"> • I have some run on sentences that have not been broken into smaller sentences. • Some of my sentences do not begin with a capital letter or end with a period, question mark or exclamation point. 	<ul style="list-style-type: none"> • My work contains many run on sentences. • I often forget to use capitals, question marks or exclamation points at the end of sentences.
Overall	<ul style="list-style-type: none"> • I taught readers many different things about one subject, by stating a strong thesis. • I used text features and I put facts, details, quotes, and ideas into each section of my writing. 	<ul style="list-style-type: none"> • I taught readers different things about one subject, by stating a thesis. • I used some text features and I put facts and details into each section of my writing. 	<ul style="list-style-type: none"> • I taught readers about one subject. • I put facts and details into each section of my writing. 	<ul style="list-style-type: none"> • I taught readers about a subject. • I put some facts into my writing.