|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Points | Adult | Peer | Self |
| **T**opic Introduction | |  |  |  |  |
|  | Introduce topic clearly | 1 |  |  |  |
|  | Focused thesis statement | 3 |  |  |  |
| **I**mportant Evidence and **D**etailed examination (related information grouped & tied back to introduction) | |  |  |  |  |
| ID 1 | Paragraph develops relevant evidence from text | 1 |  |  |  |
| Facts, definitions, details, quotes, or other information examined | 2 |  |  |  |
| ID 2 | Paragraph develops relevant evidence from text | 1 |  |  |  |
| Facts, definitions, details, quotes, or other information examined | 2 |  |  |  |
| ID 3 | Paragraph develops relevant evidence from text | 1 |  |  |  |
| Facts, definitions, details, quotes, or other information examined | 2 |  |  |  |
| 5 paragraph essay not expected. If more than 3 ID paragraphs, choose 3 to score randomly. | | | | | |
| **E**nding | |  |  |  |  |
|  | Concluding section follows from central information or examination | 2 |  |  |  |
| Language | |  |  |  |  |
|  | Uses formal style, precise language, domain-specific vocabulary; Vary sentence patterns for meaning, reader/listener interest, and style | 2 |  |  |  |
| Links | |  |  |  |  |
|  | Use appropriate transitions to clarify the relationships among ideas and concepts | 1 |  |  |  |
| Conventions | |  |  |  |  |
|  | CCSS grade level: grammar, punctuation for effect and spelling | 1 |  |  |  |
| Evidence of planning, revising and editing present | |  |  |  |  |
|  | Notes, plans, improvements and rewrites made, are visible or attached | 1 |  |  |  |
| Total | |  |  |  |  |
| Done Well: | | | | | |
| Goals for Next Writing Piece: | | | | | |

**Informative Writing Grade 5 Scale**

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

Essay Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_