|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_