

Informational Writing Rubric:

Georgia Performance Standard	Approaching Standard	Below Standard	Total
10 Points	8 Points	5 Points	
<p>ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p>	The student is beginning to use a planning technique such as a brainstorm but needs to develop ideas further.	The student is unable to use a planning technique, ideas are undeveloped and there is little planning shown.	
<p>ELA5W2 The student demonstrates competence in a variety of genres. <i>The student produces informational writing (e.g., report, procedures, correspondence) that:</i></p> <p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</p>	The student attempts to capture their readers' attention right away with a surprising statement or a question.	The student makes little attempt to capture their readers' attention right away with a surprising statement or a question.	
<p>b. Develops a controlling idea that conveys a perspective on a subject.</p>	Attempts to state the main idea of their report in an interesting way.	Is unable to state the main idea of their report in an interesting way.	
<p>c. Creates an organizing structure.</p>	The student attempts to use paragraphs, and uses techniques such as time order, order of importance, or cause and effect to organize their supporting details. Is beginning to use transitional words (1-2 per paragraph).	The student fails to use paragraphs, and techniques such as time order, order of importance, or cause and effect to organize their supporting details. Only infrequently uses transitional words.	
<p>d. Includes appropriate facts and details. e. Excludes extraneous details and inconsistencies.</p>	Student's paragraphs have one main idea and 1 – 2 supporting details. Student does not include opinions.	Student's paragraphs are unclear on the main idea and the details/facts do not support the main idea. Student has included opinions.	
<p>f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.</p>	The student is beginning to use appropriate strategies.	The student is unable to use appropriate strategies.	
<p>g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.</p>	The student draws from one source of information such as speakers, books, newspapers, and online materials. Is able to use their own words.	The student is attempting to draw information from sources such as speakers, books, newspapers, and online materials but is unable to put in own words.	
<p>h. Provides a sense of closure to the writing.</p>	There is some closure to the story but there is still information needed to finish the essay/report completely.	There is no attempt to finish the story, it is either incomplete or they have just stopped writing.	
<p>i. Lifts the level of language using appropriate strategies including word choice.</p>	The student is beginning to use technical terms and ideas correctly in their writing.	The student makes little use of technical terms or ideas in their writing.	
<p>ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student</p> <p>b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. c. Edits to correct errors in spelling, punctuation, etc</p>	There is some evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	There is little or no evidence that the student has proofread their work, with passages changed from the draft, spelling and punctuation fixed, or extra information added.	

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