# Informative

**Exceeds 4**
- Meets all expectations set forth in Meets (3) category
- Supports with several facts and details
- Uses any combination of definitions, illustrations, pictures, graphs, or charts to enhance topic

**Meets 3**
- Begins paper with a clear and interesting topic sentence that introduces the topic (CCSS W 2a)
- Groups related information together (CCSS W 1a)
- Supports with facts, details, definitions, and illustrations when useful to aiding comprehension (CCSS W 2a/2b)
- Uses linking words and phrases such as, also, another, and, more, but, in addition, etc. to connect ideas within categories of information (CCSS W 2c)
- Uses sources such as, print and internet to gather information about the topic
- Takes notes and shares information in own words Provides a concluding statement or section (CCSS W 2d)

**Partially Meets 2**
- Describes some aspects of topic, but topic sentence may be unclear
- Includes few facts & details for focus
- Draws information from one source
- Minimal notes

**Does Not Meet 1**
- Limited information on topic
- Includes little to no facts for focus
- No outside sources

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# Organization and Focus

**Exceeds 4**
- Meets all expectations set forth in Meets (3) category
- Paper is well-developed with smooth transitions and indentations

**Meets 3**
- Includes well-developed supporting facts and details
- Uses transition words to move the reader from one detail to the next
- Clearly planned writing with graphic organizer such as elements and/or rough draft
- Document is neat and legible

**Partially Meets 2**
- Includes simple supporting details that follow a logical order
- Rough draft or graphic organizer is incomplete

**Does Not Meet 1**
- Disjointed ideas
- No evidence of rough draft or graphic organizer
Language Conventions

Exceeds 4
☐ Meets all expectations set forth in Meets (3) category
☐ Uses coordinating conjunctions (and, but, or, yet, nor, so)
☐ Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate
☐ Uses underlining, quotation marks or italics to identify titles of documents when appropriate
☐ Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate
☐ Consults reference materials, as needed to check and correct spelling (CCSS L.2)

Meets 3
☐ Uses a variation of simple, compound, and complex sentences (CCSS L.1k)
☐ Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly
☐ Uses past, present, and future verb tenses correctly (CCSS L.1g)
☐ Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (CCSS L.2 b/c)
☐ Capitalizes geographical names, holidays, historical periods, and titles of stories (CCSS L.2a) correctly
☐ Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change y to ies), and common homophones correctly most of the time
☐ Forms and uses possessives correctly, when applicable (CCSS L.2d)

Partially Meets 2
☐ Writes mostly simple sentences with correct punctuation
☐ Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles
☐ Some correct use of past, present and future verb tenses
☐ Some correct use of punctuation, commas and capitalization
☐ Many spelling errors

Does Not Meet 1
☐ Writes incomplete sentences
☐ No subject/verb agreement or usage of pronouns, adjectives, compound words and articles
☐ Incorrect use of past, present, and future verb tenses
☐ Uses no punctuation, commas and capitalization
☐ Poor spelling

Informative: ______
Organization and Focus: ______
Language Conventions: ______
Total Score: ______

<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>Exceeds</th>
<th>10-12pts</th>
<th>A</th>
<th>E: Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets</td>
<td>7-9pts</td>
<td>B</td>
<td>VG: Very Good</td>
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<tr>
<td>Partially Meets</td>
<td>4-6pts</td>
<td>C</td>
<td>S: Satisfactory</td>
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<tr>
<td>Does Not Meet</td>
<td>1-3pts</td>
<td>D</td>
<td>AC: Area of Concern</td>
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