Category	8-10 point range	5-7 point range	3-4 point range	1-2 point range
Introduction	I use a strong lead that clearly introduces the reader to the topic in an organized and entertaining way.	I use a lead that introduces the reader to the topic in an organized way.	My lead weakly introduces my topic and is not organized well.	I introduced my topic but is not in an organized lead format.
Organization	I consistently develop the topic with facts, definitions, details, text-evidence, and other information and examples.	I sometimes develop the topic with facts, definitions, details, text-evidence, and other information and examples.	I develop the topic with few facts, definitions, details, text-evidence, and other information and examples.	My topic is not well developed with few supporting details and or examples.
Content	My piece is organized into many body paragraphs with topic sentences, supporting/detailed sentences specific to my idea, and clear conclusion sentences. Transition words are used often to connect the piece.	My piece is organized into some body paragraphs with topic sentences, supporting sentences specific to my idea, and conclusion sentences. Transition words may be used sometimes to connect the piece.	My piece is organized into few body paragraphs. Topic sentences, supporting sentences specific to my idea, and conclusion sentences are not consistent through out. Transition words are rarely or never used to connect the piece.	My piece is not organized into body paragraphs. Paragraphs may be missing topic sentences, supporting sentences specific to my idea, and conclusion sentences are not consistent through out. Transition words are not used to connect the piece.
Closure	I provide a strong conclusion that is reflective of my topic and the important ideas.	I have a clear conclusion that is reflective of my topic.	My conclusion may not be a separate paragraph but just a final sentence.	I do not have a clear conclusion to my writing.
Conventions	There are few spelling, usage, or punctuation errors in the final draft, and do not interfere with the reader's understanding. The writing contains many non-fiction text features placed appropriately. It is clear that the piece has been revised and edited.	There are some spelling, usage, or punctuation errors in the final draft, and do not interfere with the reader's understanding. The writing contains some non-fiction text features placed appropriately. It is clear that the piece has been revised and edited.	There are many spelling, usage, or punctuation errors in the final draft that interfere with the reader's understanding. The writing contains few non-fiction text features. It is clear that the piece has been slightly or barely revised and edited.	There are too many mechanics and English convention errors that interfere with the reader's understanding of the message. There are few to none text features used.

Student Name: _____

Date: _____

Student Score: _____ Teacher Score: _____

Parent Signature: _____

Informational Writing Piece