

School-wide Writing Rubric (Informational Report Writing)

CRITERIA	4. Exceeds the standard	3. Meets the standard	2. Almost meets the standard	1. Does not meet the standard
Ideas and Development	<ul style="list-style-type: none"> ▪ States and maintains a highly effective focus/controlling idea (thesis) 2.9.2 2.9.11 ▪ Includes well chosen specific details, facts, concepts, and/or references 2.10.1 ▪ Excludes extraneous information 2.10.1 ▪ Draws logical conclusions (synthesize) from multiple sources that makes connections 2.10.1 	<ul style="list-style-type: none"> ▪ States and maintains a focus/controlling idea (thesis) 2.9.2 2.9.11 ▪ Includes specific details, facts, and/or references 2.10.1 ▪ Excludes extraneous information 2.10.1 ▪ Draws logical conclusions (synthesize) from multiple sources 2.10.1 	<ul style="list-style-type: none"> ▪ Attempts to state and maintain a focus/controlling idea (thesis) 2.9.2 2.9.11 ▪ Includes some specific details, facts, and/or references 2.10.1 ▪ Excludes most extraneous information 2.10.1 ▪ Attempts to draw conclusions (synthesize) from some sources 2.10.1 	<ul style="list-style-type: none"> ▪ Maintains little or no focus/controlling idea (thesis) 2.9.2 2.9.11 ▪ Lacks details, facts and/or references 2.10.1 ▪ Includes some extraneous information 2.10.1 ▪ Ineffectively draws conclusions (may simply restate) 2.10.1
Organization	<ul style="list-style-type: none"> ▪ Selects compelling information to introduce topic (set context) in an engaging way, which includes a lead/hook 2.9.3 ▪ Presents information in logical order appropriate to text structure, emphasizing details of central importance 2.9.2 ▪ Includes references or relevant citations 2.10.1 ▪ Writes with a sense of audience that advances the reader’s understanding 2.9.11 	<ul style="list-style-type: none"> ▪ Selects appropriate information to introduce topic (set context), which may include a lead/hook 2.9.3 ▪ Presents information in logical order appropriate to text structure 2.9.2 ▪ Includes references or relevant citations 2.10.1 ▪ Writes with a sense of audience 2.9.11 	<ul style="list-style-type: none"> ▪ Selects some appropriate information to introduce topic (set context), which may include a lead/hook 2.9.3 ▪ Presents some information in logical order appropriate to text structure 2.9.2 ▪ Includes some references or relevant citations 2.10.1 ▪ Occasionally maintains a sense of audience 2.9.11 	<ul style="list-style-type: none"> ▪ Selects information which is limited in scope to introduce topic (set context), which may include a lead/hook 2.9.3 ▪ Presents information in a scattered disorganized manner 2.9.2 ▪ Uses few references or relevant citations 2.10.1 ▪ Lacks a sense of audience 2.9.11
Sentence Fluency	<ul style="list-style-type: none"> ▪ Effectively uses varied sentence length and structure to enhance clarity 2.2.2 ▪ Uses purposeful transition words or phrases appropriate to text structure (e.g. compare/ contrast, sequence, problem solution, cause/effect) that help the reader see how each idea connects 2.9.4 	<ul style="list-style-type: none"> ▪ Uses a varied sentence length and structure 2.2.2 ▪ Uses clear transition words or phrases appropriate to text structure (e.g. compare/contrast, sequence, problem solution, cause/effect) that help the reader see how each idea connects 2.9.4 	<ul style="list-style-type: none"> ▪ Uses some varied sentence length and structure 2.2.2 ▪ Attempts to use some transition words or phrases appropriate to text structure but may not help the reader connect ideas 2.9.4 	<ul style="list-style-type: none"> ▪ Uses awkward or overly simple sentence length and structure 2.2.2 ▪ Rarely uses transition words or phrases to connect ideas 2.9.4
Word Choice	<ul style="list-style-type: none"> ▪ Selects and uses precise, highly effective content specific vocabulary 1.3.2 	<ul style="list-style-type: none"> ▪ Selects and uses appropriate content specific vocabulary in a clear and accurate way 1.3.2 	<ul style="list-style-type: none"> ▪ Selects and uses some appropriate content specific vocabulary (some may be too general) 1.3.2 	<ul style="list-style-type: none"> ▪ Rarely uses appropriate content specific vocabulary (language is too general or may be inaccurate) 1.3.2

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Conventions	<ul style="list-style-type: none"> • Demonstrates a strong grasp of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); the paper is basically error free 	<ul style="list-style-type: none"> • Demonstrates a good understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the paper's readability 2.11 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors sometimes impair the paper's readability 2.11 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); many errors impair the paper's readability 2.11