

School-wide Writing Rubric (Response to Informational Text)

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 an insightful focus (purpose) 2.4.2 ▪ Uses well chosen specific details and references to support focus and/or judgment 2.4.2 ▪ Analyzes and/or synthesizes information to make a generalization that demonstrates an understanding of the text and makes a connection to the broader world of ideas 2.4.2 	<ul style="list-style-type: none"> ▪ States and maintains a focus (purpose) 2.4.2 ▪ Uses specific details and references to support focus and/or judgment 2.4.2 ▪ Analyzes and/or synthesizes information to make a generalization that demonstrates an understanding of the text 2.4.2 	<ul style="list-style-type: none"> ▪ Attempts to state and maintain a focus (purpose) 2.4.2 ▪ Includes some specific details and references to support focus and/or judgment 2.4.2 ▪ Attempts to analyze and/or synthesize information to make a generalization that demonstrates an understanding of the text 2.4.2 	<ul style="list-style-type: none"> ▪ Neglects to state and maintain a focus (purpose) 2.4.2 ▪ Lacks specific details and references to support focus and/or judgment 2.4.2 ▪ Ineffectively analyzes and/or synthesizes information to make a generalization 2.4.2
Organization	<ul style="list-style-type: none"> ▪ Selects and summarizes key ideas to set context in an engaging way 2.3.2 ▪ Organizes ideas in logical order 2.4.3 ▪ Writes a thought provoking conclusion that provides closure 2.4.3. 	<ul style="list-style-type: none"> ▪ Selects and summarizes key ideas to introduce topic (set context) co 2.3.2 ▪ Organizes ideas in logical order 2.4.3 ▪ Writes a conclusion that provides closure 2.4.3. 	<ul style="list-style-type: none"> ▪ Selects and summarizes some key ideas to introduce topic (set context) ▪ Organizes ideas with some sense of order 2.4.3 ▪ Ends with a conclusion 2.4.3. 	<ul style="list-style-type: none"> ▪ Lacks key ideas 2.3.2 ▪ Presents information in a scattered disorganized manner 2.4.3 ▪ Ends abruptly 2.4.3.
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 that helps the reader see how each idea connects 2.4.3 	<ul style="list-style-type: none"> ▪ Uses some varied sentence length and structure 2.2.2 ▪ Attempts to use some transition words or phrases that helps the reader see how each idea connects 2.4.3 	<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
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