

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

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CRITERIA	4. Exceeds the standard	3. Meets the standard	2. Almost meets the standard	1. Does not meet the standard
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

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