

## English Language Arts Informational Report Writing Rubric

CRITERIA	4. Exceeds the standard	3. Meets the standard	2. Almost meets the standard	1. Does not meet the standard
<b>Writing process</b>	<ul style="list-style-type: none"> <li>• Effectively uses <b>prewriting, drafting, revising, editing, and critiquing</b> to produce final drafts of written products 2.2.1</li> </ul>	<ul style="list-style-type: none"> <li>• Uses <b>prewriting, drafting, revising, editing, and critiquing</b> to produce final drafts of written products 2.2.1</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some steps of the writing process: <b>prewriting, drafting, revising, editing, and critiquing</b> to produce final drafts of written products 2.2.1</li> </ul>	<ul style="list-style-type: none"> <li>• Neglects to use the steps of <b>prewriting, drafting, revising, editing, and critiquing</b> to produce final drafts of written products 2.2.1</li> </ul>
<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, concepts, and/or 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, and/or 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, and/or 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 and/or 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</b> in a scattered disorganized manner 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>

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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>Word Choice and Voice</b>	<ul style="list-style-type: none"> <li>▪ Selects and uses precise, highly effective <b>content specific vocabulary</b> 1.3.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects and uses appropriate <b>content specific vocabulary</b> in a clear and accurate way 1.3.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Selects and uses some appropriate <b>content specific vocabulary</b> (some may be too general) 1.3.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely uses appropriate <b>content specific vocabulary</b> (language is too general or may be inaccurate) 1.3.2</li> </ul>
Structures of language (2.4)	<ul style="list-style-type: none"> <li>• Consistently writes a variety of <b>complete simple and complex sentence types</b> to enhance readability 2.2.2</li> <li>• Consistently uses <b>paragraph form</b>: indent, main/controlling idea, supporting details 2.2.2</li> <li>• Maintains a point of view (3<sup>rd</sup> person)</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a variety of <b>complete, simple, and complex sentence types</b> 2.2.2</li> <li>• Uses <b>paragraph form</b>: indent, main/controlling idea, supporting details 2.2.3</li> <li>• Maintains a point of view (3<sup>rd</sup> person)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses <b>complete simple sentences</b> 2.2.2</li> <li>• Uses some elements of <b>paragraph form</b>: indent, main/controlling idea, supporting details 2.2.3</li> <li>• Attempts to maintain a point of view (3<sup>rd</sup> person)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses <b>simple sentences</b>, fragments and/or run-on sentences 2.2.2</li> <li>• Uses few elements of <b>paragraph form</b>: indent, main/controlling idea, supporting details 2.2.3</li> <li>• Neglects to maintain a point of view (3<sup>rd</sup> person)</li> </ul>
<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>