

## INFORMATION WRITING RUBRIC GRADES 11-12

### North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<b><u>PRODUCTION AND DISTRIBUTION OF WRITING</u></b>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> develops and strengthens writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develops and strengthens writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. <b>W.9-10.5</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Partially</b> develops and strengthens writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neglects to</b> develop writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write informative texts to examine and convey complex ideas, concepts, and information. <b>W.9-10.2</b></i>	<ul style="list-style-type: none"> <li>• <b>Compellingly</b> introduces a topic; <b>thoroughly</b> organizes complex ideas, concepts, and information so that each new element builds on that which preceded it to create a unified whole.</li> <li>• <b>Skillfully</b> includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces a topic; organizes complex ideas, concepts, and information so that each new element builds on that which preceded it to create a unified whole.</li> <li>• Includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <b>(W.11-12.2a)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Partially</b> introduces a topic; organizes complex ideas, concepts, and information so that each new element builds on that which preceded it to create a unified whole.</li> <li>• <b>Partially</b> Includes <b>some accurate</b> formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> introduce a topic; organize complex ideas, concepts, and/or information to make important so that each new element builds on that which preceded it to create a unified whole.</li> <li>• <b>Neglects to</b> include <b>accurate</b> formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write informative texts to examine and convey complex ideas, concepts, and information. <b>W.9-10.2</b></i>	<ul style="list-style-type: none"> <li>• <b>Sophisticatedly</b> develops the topic thoroughly by selecting the most significant and relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and thoughtful examples appropriate to the audience's knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the topic thoroughly by selecting the most significant and relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <b>(W.11-12.2b)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Insufficiently</b> develops the topic with <b>some</b> relevant facts, definitions, details, quotations, <b>and/</b> or other information and examples appropriate to the audience's knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neglects to</b> develop the topic with relevant facts, definitions, details, quotations, <b>and/</b> or other information and examples appropriate to the audience's knowledge of the topic.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write informative texts to examine and convey complex ideas, concepts, and information. <b>W.9-10.2</b></i>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> uses appropriate and varied transitions <b>and syntax</b> to link the major sections of the text, create cohesion, and <b>expertly</b> clarify the relationships among complex ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarifies the relationships among complex ideas and concepts. <b>(W.11-12.2c)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and <b>partially</b> clarify the relationships among complex ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, <b>and/or</b> clarify the relationships among complex ideas and concepts.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write informative texts to examine and convey complex ideas, concepts, and information. <b>W.9-10.2</b></i>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> uses precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• <b>Cleverly</b> establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise language and domain-specific vocabulary to manage the complexity of the topic. <b>(W.9-10.2d)</b></li> <li>• Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>(W.11-12.2e)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inconsistently</b> uses precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• <b>Partially</b> establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inconsistently</b> uses precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• <b>Neglects to</b> establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>

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<p><b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write informative texts to examine and convey complex ideas, concepts, and information. W.9-10.2</i></p>	<ul style="list-style-type: none"> <li>• <b>Thoughtfully</b> provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.11-12.2f)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neglects to</b> provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><b><u>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> <li>○ <b>thoroughly</b> assesses the strengths and limitations of each source in terms of the task, purpose, and audience</li> </ul> </li> <li>○ <b>expertly</b> integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source.</li> <li>○ <b>carefully</b> follows a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> <li>○ assesses the strengths and limitations of each source in terms of the task, purpose, and audience</li> </ul> </li> <li>○ integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source. W11-12.8</li> <li>○ follows a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers <b>insufficient</b> or irrelevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> <li>○ <b>insufficiently</b> assesses the usefulness of each source in answering the research question</li> </ul> </li> <li>○ <b>may or may not</b> integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source.</li> <li>○ <b>inconsistently</b> follows a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not gather sufficient</b> or relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> <li>○ <b>does not</b> assess the usefulness of each source in answering the research question</li> </ul> </li> <li>○ <b>does not</b> integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source.</li> <li>○ <b>does not</b> follow a standard format for citation.</li> </ul>
<p><b><u>LANGUAGE</u></b></p>	<ul style="list-style-type: none"> <li>• Demonstrates sophisticated command of the <b>conventions</b> of standard English grammar and usage when writing or speaking.</li> <li>• <b>Carefully</b> conforms to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates command of the conventions of standard English grammar and usage when writing or speaking; errors do not impair the readability. L.9-10.1</li> <li>• Conforms to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>partial</b> command of the conventions of standard English grammar and usage when writing or speaking; errors <b>distract from</b> the readability.</li> <li>• <b>Inconsistently</b> conforms to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking; errors <b>impede</b> the readability.</li> <li>• <b>Does not</b> conform to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>
<p><b><u>OTHER</u></b> e.g. Presentation</p>				