

INFORMATION WRITING RUBRIC GRADES 11-12

North Smithfield School Department

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

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<p><u>TEXT TYPES AND PURPOSES</u> <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"> • Thoughtfully 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). 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Attempts to 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). 	<ul style="list-style-type: none"> • Neglects to 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).
<p><u>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</u></p>	<ul style="list-style-type: none"> • Skillfully gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ thoroughly assesses the strengths and limitations of each source in terms of the task, purpose, and audience ○ expertly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source. ○ carefully follows a standard format for citation. 	<ul style="list-style-type: none"> • Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ assesses the strengths and limitations of each source in terms of the task, purpose, and audience ○ integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source. W11-12.8 ○ follows a standard format for citation. 	<ul style="list-style-type: none"> • Gathers insufficient or irrelevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ insufficiently assesses the usefulness of each source in answering the research question ○ may or may not integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source. ○ inconsistently follows a standard format for citation. 	<ul style="list-style-type: none"> • Does not gather sufficient or relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ does not assess the usefulness of each source in answering the research question ○ does not integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source. ○ does not follow a standard format for citation.
<p><u>LANGUAGE</u></p>	<ul style="list-style-type: none"> • Demonstrates sophisticated command of the conventions of standard English grammar and usage when writing or speaking. • Carefully conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • 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 • Conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking; errors distract from the readability. • Inconsistently conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Does not demonstrate command of the conventions of standard English grammar and usage when writing or speaking; errors impede the readability. • Does not conform to the guidelines of a style manual appropriate for the discipline and writing type.
<p><u>OTHER</u> e.g. Presentation</p>				