

## INFORMATION WRITING RUBRIC GRADES 7 and 8

### 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> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to or partially</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing is not strengthened</b> as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Organization Ideas</b>	<ul style="list-style-type: none"> <li>• <b>Compellingly</b> <ul style="list-style-type: none"> <li>○ introduces a topic clearly, previewing what is to follow W.8.2a</li> <li>○ organizes ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> </ul> </li> <li>• <b>Strongly</b> organizes and presents ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduces a topic clearly, previewing what is to follow. W.8.2a</li> <li>• Organizes ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2a</li> <li>• Organizes and presents ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> <ul style="list-style-type: none"> <li>○ introduce a topic clearly, previewing what is to follow</li> <li>○ organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2a</li> </ul> </li> <li>• <b>Shows an effort to</b> organize and present ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> <ul style="list-style-type: none"> <li>○ introduce a topic clearly, previewing what is to follow</li> <li>○ organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2a</li> </ul> </li> <li>• <b>Shows little or no effort to</b> organize and present ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Ideas</b>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2b</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Organization Word Choice Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• <b>Creatively</b> uses appropriate and <u>varied</u> (grade 8) transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate and <u>varied</u> (grade 8) transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2c</li> </ul>	<ul style="list-style-type: none"> <li>• Uses <b>some</b> appropriate and <u>varied</u> (grade 8) transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> use appropriate and <u>varied</u> (grade 8) transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>

## INFORMATION WRITING RUBRIC GRADES 7 and 8

### North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Voice and Word Choice</b>	<ul style="list-style-type: none"> <li>Uses precise language and domain-specific vocabulary <b>vividly</b> to inform about or explain the topic. W.8.2d</li> </ul>	<ul style="list-style-type: none"> <li>Uses precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2d</li> </ul>	<ul style="list-style-type: none"> <li><b>Attempts to</b> use <b>some</b> precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> use precise language <b>and/or</b> domain-specific vocabulary to inform about or explain the topic.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Organization Ideas</b>	<ul style="list-style-type: none"> <li>Provides a <b>powerful</b> concluding statement or section that follows from and supports the information or explanation presented.</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. W.8.2f</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.</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<b><u>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</u></b>	<ul style="list-style-type: none"> <li>Gathers <b>strong</b>, relevant information from multiple print and/or digital sources, and quotes or paraphrases the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers relevant information from multiple print and/or digital sources, and quotes or paraphrases the data and conclusions of others, while avoiding plagiarism and following a standard format for citation. W.7.8 and W.8.8</li> </ul>	<ul style="list-style-type: none"> <li>Gathers <b>insufficient</b> or <b>irrelevant</b> information from multiple print and/or digital sources, and <b>may or may not</b> quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not gather sufficient</b> or relevant information from print and/or digital sources, and <b>does not</b> quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</li> </ul>
<b><u>LANGUAGE</u></b> <b>Conventions</b>	<ul style="list-style-type: none"> <li>Demonstrates <b>advanced</b> understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability. L.7.1</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>partial</b> grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>distract from</b> the readability.</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> demonstrate grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>greatly distract</b> the readability.</li> </ul>
<b><u>OTHER</u></b> e.g. Presentation				