

INFORMATION WRITING RUBRIC GRADES 9 and 10

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 to make important connections and distinctions. • 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 to make important connections and distinctions. • Includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.9-10.2a 	<ul style="list-style-type: none"> • Partially introduces a topic; organize complex ideas, concepts, and information to make important connections and distinctions. • 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 connections and distinctions. • 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 with well-chosen, 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 with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.9-10.2b 	<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 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 to link the major sections of the text, create cohesion, and clarifies the relationships among complex ideas and concepts. W.9-10.2c 	<ul style="list-style-type: none"> • Attempts to use appropriate and varied transitions 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 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 	<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 	<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 	<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

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<p><u>TEXT TYPES AND PURPOSES</u></p> <p><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.9-10.2f 	<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 usefulness of each source in answering the research question ○ expertly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and ○ 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 usefulness of each source in answering the research question ○ integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and ○ follows a standard format for citation. W.9-10.8 	<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 ○ 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 ○ 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; L.9-10.1 errors do not impair the readability. • 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>				