

### Informative/Explanatory Writing Rubric Grade 8

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic (9-10W2a)</li> <li>▪ organizes complex ideas, concepts, and information to make important connections and distinctions (9-10W2a)</li> <li>▪ uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (9-10W2c)</li> <li>▪ skillfully provides a concluding statement or section that follows from and supports the information or explanation presented (9-10W2f)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ introduces the topic clearly, previewing what is to follow (8W2a)</li> <li>▪ organizes ideas, concepts, and information into broader categories (8W2a)</li> <li>▪ uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (8W2c)</li> <li>▪ provides a concluding statement or section that follows from and supports the information or explanation presented (8W2f)</li> <li>▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing -</p> <ul style="list-style-type: none"> <li>▪ attempts to introduce the topic clearly, previewing what is to follow</li> <li>▪ attempts to organize ideas, concepts, and information into broader categories</li> <li>▪ attempts to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>▪ attempts to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing -</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to introduce the topic clearly, previewing what is to follow</li> <li>▪ makes little or no attempt to organize ideas, concepts, and information into broader categories</li> <li>▪ makes little or no attempt to use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>▪ makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<b>Organization/Purpose</b> 2 x _____ = _____
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ 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 (9-10W2b)</li> <li>▪ skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (9-10W2a)</li> <li>▪ uses precise language and domain-specific vocabulary to manage the complexity of the topic (9-10W2d)</li> <li>▪ uses relevant information from multiple authoritative print and digital sources (9-10W8) integrates information into the text selectively to maintain the flow of ideas and avoid plagiarism (9-10W8)</li> <li>▪ skillfully follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (8W2b)</li> <li>▪ includes formatting, graphics, and multimedia when useful to aiding comprehension (8W2a)</li> <li>▪ uses precise language and domain-specific vocabulary to inform about or explain the topic (8W2d)</li> <li>▪ uses relevant information from multiple print and digital sources (8W8)</li> <li>• quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8)</li> <li>▪ follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>▪ attempts to include formatting, graphics, and multimedia when useful to aiding comprehension</li> <li>▪ attempts to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• attempts to use relevant information from multiple print and digital sources</li> <li>• attempts to quote or paraphrase data and conclusion of others while avoiding plagiarism</li> <li>▪ attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>▪ makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension</li> <li>▪ makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>▪ makes little or no attempt to use relevant information from multiple print and digital sources</li> <li>▪ makes little or no attempt to quote or paraphrase data and conclusion of others while avoiding plagiarism</li> <li>▪ makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<b>Evidence/Elaboration</b> 2 x _____ = _____
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10W2e)</li> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>▪ has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• establishes and maintains a formal style (8W2e)</li> <li>• maintains consistency in style and tone (L3)*</li> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8WL1-2)*</li> <li>• has errors that do not interfere with understanding (8WL1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to establish and maintain a formal style</li> <li>• attempts to maintain consistency in style and tone</li> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to establish and maintain a formal style</li> <li>• makes little or no attempt to maintain consistency in style and tone</li> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that interfere with understanding</li> </ul>	<b>Language/Conventions</b> 1 x _____ = _____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	Comma, Ellipsis, Dash(8L2a): <ul style="list-style-type: none"> <li>To indicate a pause or break Ellipsis (...):</li> <li>To show omitted words)</li> <li>Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*</li> </ul>	Verbs: <ul style="list-style-type: none"> <li>Correctly uses verbs in the active and passive voice (8L1b)</li> <li>Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c)</li> <li>Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d)</li> <li>Avoids inappropriate shifts in verb tense (8L1)*</li> </ul> Pronouns (previous grade L1c): <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> Agreement (previous grade L1d) : <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags)</li> <li>Subjects and verbs agree (People who forget the words just hum the tune)</li> </ul> Frequently Confused Words: <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Avoid “fused” sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.