



INFORMATIVE/EXPLANATORY WRITING RUBRIC

California Common Core Standards Based - EIGHTH GRADE



Level	INFORMATIVE/EXPLANATORY WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses well chosen, relevant, and sufficient facts <input type="checkbox"/> Maintains a formal style and objective tone in argument <input type="checkbox"/> Document is very well presented and documented with excellent organization 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses parallel structure <input type="checkbox"/> Uses a semicolon to link related dependent clauses <input type="checkbox"/> Uses a colon to introduce a list or quotation 	<p>Guidance & Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<p style="text-align: center;">INFORMATIVE/EXPLANATORY WRITING (W2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic or thesis statement clearly, previewing what is to follow (W2a) <input type="checkbox"/> Organizes ideas, concepts, and information into broader categories (W2a) <input type="checkbox"/> Includes formatting (headings), graphics (charts/tables), and multimedia when aid comprehension (W2a) <input type="checkbox"/> Develops topic with relevant well-chosen facts, definitions, concrete details, quotations, and other information/examples (W2b) <input type="checkbox"/> Uses appropriate transitions to create cohesion and clarify relationships among ideas/concepts (W2c) <input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform/explain about topic (W2d) <input type="checkbox"/> Establishes and maintains a formal style (W2e) <input type="checkbox"/> Provides a concluding statement or section that follows from and supports the information or explanation presented (W2e) <hr/> <p style="text-align: center;">WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes clearly and coherently and organization and style are appropriate to task, purpose and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (W5) <input type="checkbox"/> Uses technology to produce writing and link to and cite sources (W6) <input type="checkbox"/> Assesses credibility of each source and quotes/paraphrases the data/conclusions of each source (W8) <input type="checkbox"/> Avoids plagiarism and follows a standard format for citation (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verbs in indicative, imperative, interrogative, conditional, and subjunctive mood (L1c) <input type="checkbox"/> Recognizes and corrects inappropriate shifts in verb voice and mood (L1d) <input type="checkbox"/> Uses punctuation (comma, ellipsis, dash) to indicate a pause or break (L2a) <input type="checkbox"/> Uses an ellipsis to indicate an omission (L2b) <input type="checkbox"/> Spells correctly (L2c) <input type="checkbox"/> Uses verbs in active/passive voice and in conditional/subjunctive mood to achieve particular effects (3a) 	
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to topic or thesis statement is present but not clear <input type="checkbox"/> Has some facts and details but may not be logical or relevant <input type="checkbox"/> Does not establish or maintain a formal style <input type="checkbox"/> Concluding statement may be unclear or not well supported <input type="checkbox"/> Writing may not fully address audience, task, or purpose <input type="checkbox"/> Language may not be precise or domain-specific 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains some run-on sentences or fragments <input type="checkbox"/> Uses mostly simple or compound sentences <input type="checkbox"/> Does not use active/passive voice but otherwise consistent in expression <input type="checkbox"/> Contains some punctuation errors <input type="checkbox"/> Contains some capitalization or spelling errors 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Has very limited information on topic <input type="checkbox"/> Has no formal style <input type="checkbox"/> Includes little to no facts or focus <input type="checkbox"/> Information is disorganized or missing 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains many run-on sentences <input type="checkbox"/> Contains many punctuation errors <input type="checkbox"/> Contains many capitalization or spelling errors 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.