

Tiverton High School
School-wide Informational Writing Rubric

Academic Expectations

*Students will be able to read, write, and communicate effectively, concisely
Students will be able to analyze, interpret, and evaluate information critically
Students will demonstrate knowledge of subject matter through a variety of common course assessments*

Course: _____ Teacher: _____ School Year _____
Assignment: _____

	4 Proficient With Distinction	3 Proficient	2 Partially Proficient	1 Below Proficient
Ideas	<ul style="list-style-type: none"> The focus idea is <u>clearly</u> conveyed <u>All</u> key ideas are summarized to set context <u>Sufficient</u> relevant details are used to give the reader important information The reader's questions are anticipated and <u>effectively</u> answered. Information from <u>extensive</u> sources is <u>analyzed</u> <u>Ideas presented show unique insight to the topic.</u> 	<ul style="list-style-type: none"> The focus idea is conveyed Most key ideas are summarized to set context Some relevant details are used to give the reader important information The reader's questions are anticipated and answered. Information from sufficient and varied sources is presented <p>W-6.2, W-6.4a, W-6.4b, W-7.1,7.2,W-8.1,W-8.2,W-8.3,</p>	<ul style="list-style-type: none"> The focus idea is <u>somewhat conveyed</u> Some key ideas are <u>presented</u> to set context <u>Few</u> relevant details are used to give the reader important information The reader's questions are <u>somewhat</u> anticipated and answered. Information from a minimum sources of a limited type is presented 	<ul style="list-style-type: none"> The focus idea or thesis is not conveyed Relevant details are seldom used Information presented is limited
Organization	<ul style="list-style-type: none"> Text structure <u>enhances</u> topic An inviting introduction draws the reader in. Details are relevant and their placement is logical and effective. Transitional words/phrases clearly show how ideas connect Conclusion synthesizes information and leaves the reader with a sense of closure <u>Format and organization enhance the focus idea.</u> 	<ul style="list-style-type: none"> Text structure is appropriate to topic An inviting introduction draws the reader in. Details are relevant and their placement is logical and effective. Transitional words/phrases clearly show how ideas connect Conclusion synthesizes information and leaves the reader with a sense of closure <p>W-1.4, W-6.1, W-6.3</p>	<ul style="list-style-type: none"> <u>Text structure is not entirely clear</u> and does not support progression of ideas; Introduction is <u>not entirely clear</u>; <u>Details are lacking</u> to support thesis or focus idea. Transitions are <u>vague</u> Conclusion does not support focus idea. 	<ul style="list-style-type: none"> Text structure is weak or confusing. Thesis or focus idea is not supported by relevant details. Transitions are not used effectively. Conclusion is not evident.
Voice	<ul style="list-style-type: none"> Conveys a strong commitment to topic and its importance throughout text <u>Uses language appropriate to audience</u> Establishes and authoritative voice <u>Engages the reader in a unique way.</u> 	<ul style="list-style-type: none"> Conveys a strong commitment to topic and its importance throughout text Information presented with sense of audience Establishes an authoritative voice <p>W-7.3, W-7.4</p>	<ul style="list-style-type: none"> Focus and commitment to topic is inconsistent; Sense of audience is <u>not evident</u>; 	<ul style="list-style-type: none"> The lack of focus and commitment to the topic prevents the reader from interpreting the author's message.
Word Choice	<ul style="list-style-type: none"> Vocabulary is appropriate to purpose and audience. Uses precise and descriptive language that clarifies and supports intent. Word choice creates images, using sensory language <u>Striking words/phrases catch the reader's eye and linger in the reader's mind.</u> 	<ul style="list-style-type: none"> Vocabulary is appropriate to purpose and audience. Uses precise and descriptive language that clarifies and supports intent. Word choice creates images, using sensory language <p>W-13.1, W-7.5</p>	<ul style="list-style-type: none"> Vocabulary is <u>limited in conveying message</u> and in engaging the reader. 	<ul style="list-style-type: none"> Vocabulary is very limited in conveying the message.
Language and Conventions	<ul style="list-style-type: none"> Uses varied sentence structure <u>to enhance meaning.</u> Uses <u>sophisticated</u> organizational structures within paragraphs Grammar/usage is <u>consistently</u> correct Spelling is <u>consistently</u> correct. Capitalization is <u>consistently</u> correct Punctuation is <u>consistently</u> correct 	<ul style="list-style-type: none"> Uses varied sentence structure Uses organizational structures within paragraphs Grammar/usage is generally correct Spelling is generally correct. Capitalization is generally correct Punctuation is generally correct <p>W-1.1, W-1.2, W-9.1, W-9.5, W-9.2, W-9.4</p>	<ul style="list-style-type: none"> <u>Little variation</u> in sentence structure <u>Little organization</u> in paragraphs Grammar/usage: <u>minor errors</u> Spelling: <u>minor errors</u> Capitalization: <u>minor errors</u> Punctuation: <u>minor errors</u> 	<ul style="list-style-type: none"> Sentences are structurally unsound and lack variation Paragraph structure is unsound Grammar/usage: <u>significant errors</u> Spelling: <u>significant errors</u> Punctuation: <u>significant errors</u> Capitalization: <u>significant errors</u>

Shaded boxes indicate criteria that students must achieve a "3" in to be proficient

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Informational Writing Student Rubric Guide

	3 Proficient	Student Notes/Examples
Ideas	<ul style="list-style-type: none"> • The focus idea is clearly conveyed • Key ideas are summarized to set context • Relevant details are used to give the reader important information • The reader's questions are anticipated and answered. • Information from multiple sources is analyzed <p>W-6.2, W-6.4a, W-6.4b, W-7.1,7.2,W-8.1,W-8.2,W-8.3,</p>	
Organization	<ul style="list-style-type: none"> • Text structure is appropriate to topic • An inviting introduction draws the reader in. • Details are relevant and their placement is logical and effective. • Transitional words/phrases clearly show how ideas connect • Conclusion synthesizes information and leaves the reader with a sense of closure <p>W-1.4, W-6.1, W-6.3</p>	
Voice	<ul style="list-style-type: none"> • Conveys a strong commitment to topic and its importance throughout text • Information presented with sense of audience • Establishes an authoritative voice <p>W-7.3, W-7.4</p>	
Word Choice	<ul style="list-style-type: none"> • Vocabulary is appropriate to purpose and audience. • Uses precise and descriptive language that clarifies and supports intent. • Word choice creates images, using sensory language <p>W-13.1, W-7.5</p>	
Language and Conventions	<ul style="list-style-type: none"> • Uses varied sentence structure • Uses organizational structures within paragraphs • Grammar/usage is generally correct • Spelling is generally correct. • Capitalization is generally correct • Punctuation is generally correct <p>W-1.1, W-1.2, W-9.1, W-9.5, W-9.2, W-9.4</p>	

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Course _____ Teacher _____ School Year _____

Assignment _____

Student Name _____ Date _____

	Proficiency Criteria	Score			
Ideas	• The focus idea is clearly conveyed	4	3	2	1
	• Key ideas are summarized to set context	4	3	2	1
	• Relevant details are used to give the reader important information	4	3	2	1
	• The reader's questions are anticipated and answered.	4	3	2	1
	• Information from multiple sources is analyzed	4	3	2	1
Organization	• Text structure is appropriate to topic	4	3	2	1
	• An inviting introduction draws the reader in.	4	3	2	1
	• Details are relevant and their placement is logical and effective.	4	3	2	1
	• Transitional words/phrases clearly show how ideas connect	4	3	2	1
	• Conclusion synthesizes information and leaves the reader with a sense of closure	4	3	2	1
Voice	• Conveys a strong commitment to topic and its importance throughout text	4	3	2	1
	• Information presented with sense of audience	4	3	2	1
	• Establishes an authoritative voice	4	3	2	1
Word Choice	• Vocabulary is appropriate to purpose and audience.	4	3	2	1
	• Uses precise and descriptive language that clarifies and supports intent.	4	3	2	1
	• Word choice creates images, using sensory language	4	3	2	1
Language and Conventions	• Uses varied sentence structure	4	3	2	1
	• Uses organizational structures within paragraphs	4	3	2	1
	• Grammar/usage is generally correct	4	3	2	1
	• Spelling is generally correct.	4	3	2	1
	• Capitalization is generally correct	4	3	2	1
	• Punctuation is generally correct	4	3	2	1
Rubric Score= _____ Grade= _____					

Scoring Guide:

Proficient with Distinction 88-79; Proficient 78-66; Partially Proficient 65-57; Below 56-44; Substantially Below 43-0

After receiving their initial grade, students will be provided one opportunity to revise their work to demonstrate progress towards proficiency. Revised work must be completed within one week. The initial grade will be averaged with the new grade. The final revised score may not exceed 80%. For grading purposes, the grade for this work will be calculated by multiplying the rubric score by 1.14.

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For Teacher Use

Alignment to RI Written Communication GSEs, Common Core Writing Standards, and RIDE Applied Learning Standards

<p>Written and Oral Communication GSEs</p>	<p>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text</p> <ul style="list-style-type: none"> • W-10-1.1 Using varied sentence length and structure to enhance meaning • W-10-1.2 Using paragraph structures appropriately • W-10-1.4 Applying a format and text structure appropriate to purpose, audience, and context (State) <p>W-10-9 In independent writing, students demonstrate command of appropriate English conventions</p> <ul style="list-style-type: none"> • W-10-9.1 Applying rules of standard English correct grammatical errors • W-10-9.2 Applying capitalization rules (Local) • W-10-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning • W-10-9.5 Applying conventional and word-derivative spelling patterns/rules (State) <i>EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</i> <p>W-10-6 In informational writing, students organize ideas/concepts by</p> <ul style="list-style-type: none"> • W-10-6.1 Using a text structure appropriate to focus/controlling idea of thesis • W-10-6.2 Selecting appropriate and relevant information to set context • W-10-6.3 Using transitional words or phrases appropriate to text structure • W-10-6.4a Drawing a conclusion by synthesizing information • W-10-6.4b Synthesizing information from multiple sources including primary <p>W-10-7 Students effectively convey purpose</p> <ul style="list-style-type: none"> • W-10-7.1 Establishing a topic • W-10-7.2 Stating and maintaining a focus idea/thesis • W-10-7.3 Writing with a sense of audience, when appropriate (State) • W-10-7.4 Establishing an authoritative voice (State) • W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State) <p>W-10-8 In informational writing, student demonstrate use of a range of elaboration strategies</p> <ul style="list-style-type: none"> • W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis • W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing/contrasting, or using visual images • W-10-8.3 Addressing reader's concerns (anticipating misunderstandings) <p>W-10-13 Uses language effectively</p> <ul style="list-style-type: none"> • W-10-13.1 Selecting vocabulary according to purpose and for effect on audience (Local)
<p>Common Core Standards</p>	<p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop 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. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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>Writing Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Language Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Vocabulary Acquisition and Use</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrases important to comprehension or expression.</p>
<p>RIDE Applied Learning Standards</p>	<ul style="list-style-type: none"> • <i>Communication</i> • <i>Reflection and Evaluation</i>

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