

# GRADE 8 TEACHER RUBRIC

## Informative Writing

	4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 PARTIALLY MEETS EXPECTATIONS	1 DOES NOT YET MEET EXPECTATIONS
Focus on Task and Text	<input type="checkbox"/> Provides thorough and detailed responses to all elements of the prompt (ns)  <input type="checkbox"/> Maintains a style, organization, and development that is appropriate to the task, purpose, and audience; maintains focus throughout (W.8.4)  <input type="checkbox"/> If prompt is text-based, analyzes literary or informational texts and identifies compelling evidence based upon deep analysis and interpretation to support the topic (W.8.9)	<input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)  <input type="checkbox"/> Uses style, organization, and development that is appropriate to the task, purpose, and audience (W.8.4)  <input type="checkbox"/> Analyzes literary or informational texts and identifies relevant evidence that most strongly supports topic; evidence demonstrates thorough understanding of what the text says explicitly as well as deeper insights and inferences (W.8.9)	<input type="checkbox"/> Responds to some elements of the prompt, or provides partial responses to all elements of the prompt (ns)  <input type="checkbox"/> Uses a style, organization, and development that is appropriate at times to the task, purpose, and audience (W.8.4)  <input type="checkbox"/> If prompt is text-based, identifies evidence in literary or informational texts that is related to the topic; evidence shows basic comprehension of what the text says explicitly, but it does not reflect inferences or deeper analysis (W.8.9)	<input type="checkbox"/> Does not respond to any elements of the prompt; veers off-topic (ns)  <input type="checkbox"/> Does not use a style, organization, or development that is appropriate to the task, purpose, and audience (W.8.4)  <input type="checkbox"/> If prompt is text-based, does not identify evidence in literary or informational texts to support the topic (W.8.9)
Organization	<input type="checkbox"/> Introduces the topic clearly and thoroughly by previewing what is to follow (W.8.2.A)  <input type="checkbox"/> Organizes complex ideas, concepts, and information in a way that makes important connections and distinctions (W.9-10.2.A)  <input type="checkbox"/> Writing is clear and coherent; uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts (W.9-10.4, W.9-10.2.C)  <input type="checkbox"/> Provides a concluding statement or section that relates to and supports the information or explanation presented and reinforces the significance of the topic (W.9-10.2.F)	<input type="checkbox"/> Introduces the topic clearly, previewing what is to follow (W.8.2.A)  <input type="checkbox"/> Organizes ideas and information into broader categories (W.8.2.A)  <input type="checkbox"/> Writing is clear and coherent; uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W.8.4, W.8.2.C)  <input type="checkbox"/> Provides a concluding statement or section that follows from and supports the information or explanation presented (W.8.2.F)	<input type="checkbox"/> Introduces the topic but does not preview what is to follow (W.8.2.A)  <input type="checkbox"/> Attempts to organize ideas and information into broader categories, but with inconsistencies (W.8.2.A)  <input type="checkbox"/> Attempts to make writing clear and coherent; uses some transitions, but not all ideas are clearly connected (W.8.4, W.8.2.C)  <input type="checkbox"/> Provides a conclusion that generally follows from the information presented, does not fully support the information or explanation presented (W.8.2.F)	<input type="checkbox"/> Does not introduce the topic or refers to it in a general way that does not prepare the reader for what is to follow (W.8.2.A)  <input type="checkbox"/> Does not organize ideas and information or attempt at organization is illogical (W.8.2.A)  <input type="checkbox"/> Writing is not clear and coherent; the connection among ideas is unclear (W.8.4, W.8.2.C)  <input type="checkbox"/> Does not provide a conclusion or the conclusion does not relate to or support the explanation presented (W.8.2.F)
Development and Support	<input type="checkbox"/> 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.9-10.2.B)	<input type="checkbox"/> Uses compelling and well-chosen facts, definitions, concrete details, quotations, or other information and examples to develop the topic (W.8.2.B)	<input type="checkbox"/> Uses facts, definitions, concrete details, quotations, or other information and examples to develop the topic, but some may be irrelevant or inaccurate (W.8.2.B)	<input type="checkbox"/> Does not use facts, definitions, concrete details, quotations, or other information and examples to develop the topic (W.8.2.B)

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	<input type="checkbox"/> If research is required, summarizes or paraphrases relevant information from several authoritative print and digital sources; integrates information into the text selectively to maintain the flow of ideas; uses standard format for citations (W.9-10.8)	<input type="checkbox"/> If research is required, quotes or paraphrases relevant information from several credible and accurate print and digital sources; uses standard format for citations (W.8.8)	<input type="checkbox"/> If research is required, quotes or paraphrases minimal information from print and digital sources; uses standard format for citations with some errors (W.8.8)	<input type="checkbox"/> If research is required, does not gather information from print and digital sources; does not use standard format for citations (W.8.8)
	<input type="checkbox"/> Includes formatting (e.g., headings), and graphics (e.g., charts, tables), and multimedia that reflect a deep understanding of the topic and help readers understand the ideas (W.8.2.A)	<input type="checkbox"/> Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.8.2.A)	<input type="checkbox"/> Uses some formatting, graphics, or multimedia, but some may be irrelevant or fail to help the reader understand the ideas (W.8.2.A)	<input type="checkbox"/> Does not use formatting, graphics, or multimedia that help the reader understand the ideas (W.8.2.A)
	<input type="checkbox"/> Uses academic and domain-specific vocabulary at the college and career readiness level, and independently identifies words and phrases to write expressively; establishes and maintains a formal style and objective tone (L.9-10.6, W.9-10.2.D)	<input type="checkbox"/> Uses grade-level academic and domain-specific vocabulary accurately and uses carefully chosen words and phrases to write expressively; establishes and maintains a formal style (L.8.6; W.8.2.D, W.8.2.E)	<input type="checkbox"/> Uses some grade-level academic and domain-specific vocabulary with some errors; mostly maintains formal style (L.8.6; W.8.2.D, W.8.2.E)	<input type="checkbox"/> Uses general words and little or no grade-level academic and domain-specific vocabulary; frequently departs from formal style (L.8.6; W.8.2.D, W.8.2.E)
Knowledge of Language	<input type="checkbox"/> Uses language to effectively create meaning or style. Writing conforms to appropriate style guidelines for the discipline and writing type (L.9-10.3)	<input type="checkbox"/> Shows consistent knowledge of language and its conventions (See Grade 8 Language Checklist.)	<input type="checkbox"/> Shows limited knowledge of language and its conventions (See Grade 8 Language Checklist.)	<input type="checkbox"/> Shows minimal to no knowledge of language and its conventions (See Grade 8 Language Checklist.)
Conventions	<input type="checkbox"/> Shows command of all grade 8 grammar and usage, including sentence formation, and mechanics (capitalization, punctuation, and spelling); few or no convention errors are present, and they do not interfere with meaning (See Grade 8 Language Checklist.)	<input type="checkbox"/> Shows consistent command of grade-level grammar and usage, including sentence formation, and mechanics (capitalization, punctuation, and spelling); occasional errors may interfere with meaning, but main points are intelligible to the reader (See Grade 8 Language Checklist.)	<input type="checkbox"/> Shows limited command of grade-level grammar and usage, including sentence formation, and mechanics (capitalization, punctuation, and spelling); errors interfere with meaning and some main points are not intelligible to reader (See Grade 8 Language Checklist.)	<input type="checkbox"/> Shows minimal to no command of grade-level grammar and usage, including sentence formation, and mechanics (capitalization, punctuation, and spelling); errors significantly impede overall meaning and writing is difficult to follow (See Grade 8 Language Checklist.)