

Sunapee Middle High School - Writing Rubrics-Informational

| INFORMATIONAL | Advanced 4 | Proficient 3 | Basic 2 | Novice 1 |
|----------------------------------|---|--|--|--|
| Purpose/Focus | <ul style="list-style-type: none"> States a compelling and original thesis or purpose Skillfully supports thesis with clear and relevant information | <ul style="list-style-type: none"> States a clear meaningful thesis or purpose Adequately supports thesis with clear and relevant information | <ul style="list-style-type: none"> Weak thesis and/or too broad a purpose or focus Insufficient, unclear and/or irrelevant information | <ul style="list-style-type: none"> No clear thesis or purpose Little or no supporting information to support thesis |
| Details/Elaboration | <ul style="list-style-type: none"> Skillfully presents detailed information Clear, logical conclusions throughout paper | <ul style="list-style-type: none"> Adequately explains and interprets information Draws adequate conclusions | <ul style="list-style-type: none"> Some explanation and Interpretation Weak conclusions | <ul style="list-style-type: none"> Little or no Interpretation Weak or no conclusions |
| Organization/Coherence | <p>Skillful Structure:</p> <ul style="list-style-type: none"> Strong, engaging introduction Effective sequencing of ideas relating back to thesis Conclusion skillfully reinforces thesis and gives closure to piece | <p>Appropriate Structure:</p> <ul style="list-style-type: none"> Engaging introduction Adequate sequencing of ideas based on purpose and linked to thesis Conclusion reinforces thesis and gives closure to piece | <p>Weak Structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may need some revision Evidence may be isolated facts with weak sequencing | <p>Little to no Structure:</p> <ul style="list-style-type: none"> Introduction, body and/or conclusion may not exist or may need major revision |
| Voice/Tone/Style | <ul style="list-style-type: none"> Writer's voice is confident, convincing, and imbedded within the textual information Clear sense of purpose and audience Consistent point of view | <ul style="list-style-type: none"> Writer's voice is confident Writer's reaction and feelings about the thesis are evident Clear sense of audience and purpose Consistent point of view | <ul style="list-style-type: none"> Sense of purpose and/or audience not clear Straight facts with writer's voice detached from topic | <ul style="list-style-type: none"> Unclear or no sense of voice Unclear or no sense of purpose and/or audience |
| Word and Language Choice | <ul style="list-style-type: none"> Words/phrases powerfully convey the intended message Often uses precise words | <ul style="list-style-type: none"> Correct/adequate words or phrases get message across Uses precise words | <ul style="list-style-type: none"> More precise and accurate words are needed to convey a clear message | <ul style="list-style-type: none"> Limited vocabulary; words may be used inappropriately or unnecessarily repeated |
| Sentence Fluency | <ul style="list-style-type: none"> Purposeful and innovative sentence structure to enhance intended effect Skillful use of transitions within and across paragraphs | <ul style="list-style-type: none"> Purposeful use of sentence structure to enhance intended effect Transitions connect ideas within and across paragraphs | <ul style="list-style-type: none"> Some understanding of sentence structure Limited use of appropriate transitions | <ul style="list-style-type: none"> Little or no sense of sentence structure Lacks transitions |
| Grammar/ Mechanics/ Usage | <ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning | <ul style="list-style-type: none"> Uses grade level appropriate conventions Errors are minor and do not obscure meaning | <ul style="list-style-type: none"> Uses grade level appropriate conventions Errors occasionally obscure meaning | <ul style="list-style-type: none"> Limited understanding of grade level appropriate conventions |
| Source citation | <ul style="list-style-type: none"> All internal citations correspond correctly to works cited and the entire works cited page is properly written and accurately presented in MLA format | <ul style="list-style-type: none"> All internal citations correspond correctly to works cited and the works cited page is properly written and accurately presented in MLA format with minimal exception | <ul style="list-style-type: none"> While internal citations correspond to works cited, in some cases information is inaccurate or incomplete; the works cited page contains some errors in formatting | <ul style="list-style-type: none"> CITATION ERRORS ARE TOO SIGNIFICANT TO BE FURTHER SCORED. PLAGIARISM IS A CLEAR POSSIBILITY. |