

Name: \_\_\_\_\_

Score: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

**Report Writing School-wide Rubric**

<b>Expectations</b>	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Nearly Meets 2</b>	<b>Below Standard 1</b>
<p><b>Establishes a Context</b></p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p><i>Skillfully</i> selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona.</p> <p><i>Skillfully</i> establishes a controlling idea/topic that is related to a given prompt.</p>	<p>Selects and summarizes key ideas to establish <b>context</b> appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W 9-12.1&amp;2</i></p> <p>*Establishes a <b>controlling idea/topic</b> that is related to a given prompt. <i>W 9-12.1&amp;2</i></p>	<p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.</p> <p>Attempts to establish a controlling idea/topic, but it may not address the prompt or may be unclear.</p>	<p>Does not select and summarize key ideas to set context.</p> <p>Does not establish controlling idea/topic.</p>
<p><b>Demonstrates Critical Thinking</b></p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Fulfills all discipline-specific and task requirements.</p> <p><i>Skillfully</i> supports controlling idea/topic by selecting <i>the most</i> significant and relevant evidence appropriate to the audience's knowledge of the topic, accurately citing evidence as appropriate.</p> <p>Develops an explanation of complex ideas and concepts <i>creating a unified whole</i> by using <i>the most</i> accurate, significant, and relevant information to make <i>complex</i> connections and distinctions in order to convey understanding.</p> <p>Accurately uses general academic and/or domain-specific words/phrases <i>to enhance meaning</i>.</p> <p>Gathers evidence from multiple authoritative print and/or digital sources, <i>assesses the strengths and limitations of each in terms of the task, purpose, and audience</i>, and integrates the information into the text selectively to maintain the flow of ideas.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>*Effectively supports controlling idea/topic by selecting significant, relevant, and sufficient <b>evidence</b> (e.g. facts, extended definitions, concrete details, strong and thorough textual evidence, and prior knowledge) appropriate to the audience's knowledge of the topic, accurately citing evidence when appropriate. <i>W9-10.2b,8,9; RI9-10.1; RL.9-10.1-3 &amp; 10</i></p> <p>*Effectively develops an <b>explanation</b> of complex ideas and concepts using accurate, significant, and relevant information to make connections and distinctions (i.e., prior knowledge, other texts, the broader world of ideas, etc) in order to convey understanding. <i>W9-10.2a &amp; b; RI &amp; RL.9-10.2-4</i></p> <p>Accurately uses general academic and/or domain-specific language that clarifies and supports purpose. <i>L9-12.6</i></p> <p>*When applicable, gathers evidence from multiple authoritative print and/or digital sources and integrates the information into the text selectively to maintain the flow of ideas. <i>W 9-10.8</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to support controlling idea/topic, but some evidence lacks significance, relevance, or sufficiency.</p> <p>Does not cite some evidence, or cites evidence inaccurately and/or inappropriately.</p> <p>Attempts to develop an explanation of ideas, but explanation, information, connections, or distinctions are inaccurate, insufficient or incomplete.</p> <p>Attempts to use general academic and/or domain-specific words/phrases, but some usage is inaccurate or inappropriate.</p> <p>Gathers limited evidence from multiple authoritative print and/or digital sources and/or the integration of information disrupts the flow of ideas.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Controlling idea/topic is not supported with evidence.</p> <p>Does not cite evidence.</p> <p>Provides inaccurate information.</p> <p>Most of the explanation lacks logic, or there little or no attempt to explain.</p> <p>Does not use general academic and/or domain-specific words/phrases.</p> <p>Little to no attempt to gather evidence from multiple authoritative print and/or digital sources and/or to integrate information into text.</p>
<p><b>Produces Clear and Coherent Writing</b></p>	<p>Uses a sophisticated organizational structure <i>that enhances the response</i>.</p> <p>Establishes and <i>consistently maintains</i> a formal style and objective tone while attending to the discipline-specific writing norms and conventions.</p>	<p>Provides organization appropriate to task, purpose, and audience with a clear and coherent opening, body, transitions, and a conclusion that follows from and supports the argument presented. <i>W9-12.1-4</i></p> <p>Establishes a formal style and objective tone while attending to the discipline-specific writing norms and conventions. <i>W9-12.1d; 2e</i></p>	<p>Provides some elements of organization and/or organization causes confusion.</p> <p>Attempts to establish a formal style and objective tone, but one element is insufficient.</p>	<p>Little evidence of organization.</p> <p>Does not establish either a formal style or an objective tone.</p>
<p><b>Demonstrates Command of Written Language Conventions</b></p>	<p>Demonstrates <i>consistent</i> control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. <i>L.9-12.1, 2</i></p> <p>Occasional errors do not interfere with meaning (for on-demand writing).</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors inhibit meaning.</p>

NOTES: a) Students cannot achieve an overall meet standard score (3 or 4) on the task if they have received a below standard score (1) on any individual indicator

b) An asterisk (\*) indicates essential indicators when determining preponderance of the evidence