Scoring Rubric for an Informative Essay (8th Grade)

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|  | **4** | **3** | **2** | **1** |
| **Tone**  | * A clear impersonal academic tone. No I, me, you. No judgmental or emotive language.
 | * An academic tone. No I, me, you. Little judgmental or emotive language.
 | * Judgmental and emotive. Often using personal tone. Inconsistent voice.
 | * Language is all emotive and judgmental without much of an academic language.
 |
| **Title** | * The title announces the topic in a creative manner.
 | * The title defines the topic.
 | * The title does not relate to the topic.
 | * There is no attempt at a title, it is just the name of the topic.
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| **Thesis** | * Clearly stated a significant, arguable, and compelling position or belief.
 | * Thesis can be identified
* States the position or belief.
 | * The central idea can be identified.
 | * The central idea is not identifiable.
 |
| **Introduction** | * Contains detailed background information.
* Thesis clearly stated.
* Well-developed introduction engages the reader and creates interest.
 | * Sufficient background information is provided.
* Introduction creates interest.
 | * Introduction adequately explains the background, but may lack detail.
* Thesis states the position or belief.
* Explains topic.
 | * Background details are a random collection of information, unclear, or not related to the topic.
* Thesis is vague or unclear.
* Random information, hard to see how it relates to topic.
 |
| **Organization x2** | * Use of a variety of transitional strategies; logical progression of ideas from beginning to end
* The response has a clear and effective organizational structure creating unity and completeness:
* Topic sentence is engaging, clear, and is not always placed at the top of the paragraph.
* Use of evidence from sources is smoothly integrated, comprehensive, and concrete
 | * Adequate use of transitional strategies; some variety;
* Adequate progression of ideas from beginning to end
* The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:
* Topic sentence is clear and placed at the top of the paragraph.
* Some evidence from sources is integrated, though citations may be general or imprecise
 | * Inconsistent use of transitional strategies; Little variety; uneven progression of ideas from beginning to end
* The response has an inconsistent organizational structure, and flaws are evident:
* Topic sentence is either clear or placed at the top of the paragraph.
* Evidence from sources is weakly integrated, and citations, if present, are uneven
 | * Few or no transitional strategies are evident.
* Frequent extraneous ideas may intrude
* The response has little or no discernible organizational structure:
* Topic sentence is neither clear nor placed at the top of the paragraph.
* Use of evidence from the source material is minimal, absent, in error, or irrelevant
 |
| **Support x2** | * Thorough and convincing support for the thesis that includes the effective use of sources, facts, and details.
* The response achieves substantial depth that is specific and relevant.
* The writer shares relevant information and details from a variety of sources.
 | * The response provides adequate support for the thesis that includes the use of sources, facts, and details.
* The writer shares relevant information, facts and experiences.
 | * The response provides uneven, cursory support for the thesis that includes partial or uneven use of sources, facts, and details
* The writer shares some information, facts and experiences
* Stronger support and greater attention to details would strengthen this paper
 | * The response provides minimal support for the thesis that includes little or no use of sources, facts, and details
* The writer shares some information, but it is limited or unclear.
* Details are missing or repetitious.
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| **Conclusion** | * Conclusion effectively summarizes and goes beyond restating the thesis.
 | * Conclusion effectively summarizes ideas.
 | * Conclusion is recognizable but lacks substance.
 | * No conclusion
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| **Citations** | * All evidence is introduced and correctly cited using MLA format
* Cites information from three to five sources
* Balance of sources is used
 | * All evidence is correctly cited using MLA format
* Cites information from three to five sources
 | * Some evidence is correctly cited using MLA format
* Cites information from less than three sources
 | * Little or no evidence is correctly cited using MLA format
* Cites information from less than three sources
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| **Grammar Mechanics** | No errors or very few minor errors in mechanics | Few errors that do not distract the reader from the message of the paper |  Several errors that affect the readability of the paper | Multiple errors that significantly distract the reader from the message of the paper |

Expectations:

Include 5 sources

Minimum of (1 citation, 2 ideal) within the body of the paper

Direct/Paraphrased citation

Separate works cited page rubric

Evidence Box: correct parenthetical citation

Note cards? Other options: basic outlining, highlighting, word document