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. |
| **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. |
| **Conclusion** | * Conclusion effectively summarizes and goes beyond restating the thesis. | * Conclusion effectively summarizes ideas. | * Conclusion is recognizable but lacks substance. | * No conclusion |
| **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 |
| **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