

Table 9.1 Rubric for Information Writing: Eighth-Grade ELL

STRUCTURE					
	Not yet	Near Mastery	Mastery	Exceeds	Comments
Overall	The writer conveyed ideas and information about a subject in a well-structured text.	The writer brought together ideas and information about a subject in a text that develops a subtopic and/or an idea.	The writer discussed key concepts within a topic and made it clear why these concepts are important. Provided examples with relevant information.	The writer discussed complex concepts, presenting information in an engaging manner. Used a variety of text structures and formatting.	
Lead	The writer wrote an introduction. Subtopics to be addressed may be missing.	The writer explained the topic's significance. Subtopics to be addressed are clear.	After hooking the reader, the writer provided context and introduced a focus/main idea.	The writer wrote an engaging lead that explained the topic's significance and mentioned key issues to be discussed.	
Transitions	Transitions are missing from the text.	The writer used some transitions to help connect ideas and information (using words such as <i>specifically, for instance, related to, just as, on the other hand, however</i>).	The writer used transitions throughout the text to link concepts with related information (using words such as <i>specifically, for instance, related to, just as, on the other hand, however</i>).	The writer used transitions to lead readers across parts of the text (using phrases such as <i>just as, returning to, as we saw earlier, similarly to, unlike, and yet</i>).	
Ending	The conclusion is missing final insights or implications for the reader to consider.	The writer wrote a conclusion in which he or she restated the important ideas and offered a final insight or implication for the reader to consider.	The writer reinforced and built on the main point(s) in a way that made the entire piece a cohesive whole. The conclusion may have restated the main points, responded to them, or highlighted their significance.	In the conclusion, the writer suggested implications, built up the significance of the main points, and/or alluded to potential challenges.	

STRUCTURE					
	Not yet	Near Mastery	Mastery	Exceeds	Comments
Organization	<p>The writer chose a focused subject, but the subject does not continue throughout the writing.</p> <p>The writing lacks a logical order.</p>	<p>The writer focused on a subtopic or a particular point or two.</p> <p>The writer produced descriptive paragraphs centered around a central idea.</p> <p>The writer shows developing organization in the expression of an expanded idea.</p>	<p>The writer focused on key concepts within the topic.</p> <p>The writer produced descriptive paragraphs centered around a central idea.</p> <p>Concepts and examples were introduced in a logical fashion.</p> <p>The writer shows developing organization in the expression of an expanded idea.</p>	<p>The writer's organization structure introduced and layered key concepts and information.</p> <p>The writer described relationships between details or examples and supporting ideas.</p> <p>The writer shows an organized expression of ideas with emerging cohesion.</p>	
DEVELOPMENT					
	Not Yet	Near Mastery	Mastery	Exceeds	Comments
Elaboration	<p>The writer used one kind of information.</p>	<p>The writer used more than one kind of information.</p> <p>The writer used trusted sources and gave the sources credit.</p> <p>The writer worked to make information understandable and interesting.</p>	<p>The writer included varied kinds of information such as facts, quotations, examples, and definitions.</p> <p>The writer consistently incorporated and cited sources.</p> <p>The writer worked to make the topic compelling as well as understandable.</p>	<p>The writer brought out the parts of the topic that were most significant to the audience.</p> <p>The writer analyzed the relevance of information and made sure the information supported the major concepts.</p> <p>The writer incorporated trustworthy and significant sources.</p>	

(Continued)

Table 9.1 (Continued)

DEVELOPMENT					
	Not Yet	Near Mastery	Mastery	Exceeds	Comments
Craft	<p>The writer is missing concrete details, comparisons, and/or images to explain information and keep the reader engaged.</p> <p>General vocabulary is used when more specific language is needed.</p>	<p>The writer supported readers' learning by using a teaching tone and a formal style, as appropriate.</p> <p>Possible usage of general vocabulary where more specific language is needed.</p> <p>The writer used concrete details, comparisons, and/or images to explain information.</p>	<p>The writer used words purposefully to affect meaning and tone.</p> <p>The writer's vocabulary usage attempts to fulfill the writing purpose.</p> <p>The writer used metaphors, anecdotes, images, or comparisons.</p>	<p>The writer intended to affect the reader in different ways and chose language to do that.</p> <p>The writer varied the tone to match different purposes of the different sections.</p> <p>The writer's vocabulary usage generally fulfills the writing purpose.</p>	
CONVENTIONS					
	Not Yet	Near Mastery	Mastery	Exceeds	Comments
Spelling, Punctuation, and Sentence Structure	<p>Possible use of some conventions.</p> <p>Comprehensibility is impeded by errors.</p>	<p>The writer uses repetitive sentence and phrasal patterns and grammatical structures used in social and instructional situations or across content areas.</p> <p>The writer demonstrates a variable use of conventions.</p>	<p>The writer uses a developing range of sentence patterns and grammatical structures common to content areas.</p> <p>The writer demonstrates a developing use of conventions to convey meaning.</p>	<p>The writer uses a range of sentence patterns and grammatical structures characteristic of the content areas.</p> <p>The writer demonstrates generally consistent use of conventions to convey meaning.</p>	

Table 9.2 English Learners' Year-End Progress: Select Standards

Standard	Percentage of Students at Mastery or Exceeding
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	88
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	93
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot; provide an objective summary of the text.	81
W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	93
W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	88
RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	88
W.8.1: Write arguments to support claims with clear reasons and relevant evidence.	81
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	88

Note: Students not at mastery have all moved from “Not Yet” on the preassessment to “Near Mastery,” and we continue to work with these students at Extended Learning Time and/or during class to get to mastery.