

Name: _____

Score: _____

Teacher Name: _____

Report Writing School-wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p>Establishes a Context</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully 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>Establishes an insightful claim/assertion in the form of a thesis when responding to a given prompt.</p>	<p>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. <i>W-10-2.1; 7.3, 7.4, 7.5.; R-10-3.2</i></p> <p>Establishes an interpretive claim/assertion in the form of a thesis when responding to a given prompt. <i>W-10-3.1a.</i></p>	<p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.</p> <p>Attempts an interpretive claim/assertion in the form of a thesis but thesis may not address the prompt or may be invalid or unclear.</p>	<p>Does not select and summarize key ideas to set context.</p> <p>Does not state a valid thesis.</p>
<p>Demonstrates Critical Thinking</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Provides accurate and detailed information relevant to the topic.</p> <p>Effectively supports valid and logical arguments with detailed evidence, identifying sources of information when appropriate.</p> <p>Insightfully analyzes evidence in relation to the thesis.</p> <p>Skillfully uses several strategies to inform.</p> <p>Skillfully maintains focus.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Provides accurate information relevant to the topic. <i>W-10-3.3, 8.1 ; R-10-14.3 ;R-10-15.1-2</i></p> <p>Supports logical arguments with detailed evidence, identifying sources of information when appropriate. <i>W 10-8.2;R-10-7.2-.3;R-10-14.3; R-10-15.4</i></p> <p>Clearly and logically analyzes evidence in relation to the thesis. <i>W 10-8.4;R-10-8.1-8.5;R-10-15.3-4</i></p> <p>Uses strategies to inform (e.g., anecdotes, statistics, details, descriptions, examples, etc). <i>W 10-8.2</i></p> <p>Maintains focus. <i>W 10-5, 7.2</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Provides information that may not be sufficient, accurate, or relevant to the topic.</p> <p>Attempts to support arguments, but some arguments lack clarity or accuracy.</p> <p>Some analysis of evidence in relation to the thesis lacks clarity and/or logic.</p> <p>Uses ineffective strategies in an attempt to inform.</p> <p>Weak focus.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Provides inaccurate information.</p> <p>Most arguments are not supported with valid or clear evidence.</p> <p>Most analysis of evidence in relation to the thesis lacks clarity and/or logic.</p> <p>Little or no attempt at using strategies to inform.</p> <p>Lacks focus.</p>
<p>Creates an organizing structure</p>	<p>Uses an organizational structure that enhances the response.</p> <p>The opening, body, and closure are skillfully organized.</p>	<p>Uses an organizational structure that allows for a progression of ideas to develop. <i>W 10-1.1-4, 3.4, 4.6, 14.3, 14.5</i></p> <p>The response includes an opening, body, and closure.</p>	<p>Uses an organizational structure that causes confusion.</p> <p>The response shows some elements of organization.</p>	<p>There is little evidence of organization.</p>
<p>Demonstrates command of written language conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. <i>W 10-9.1, 9.2, 9.4, 9.5</i></p> <p>Occasional errors do not interfere with meaning.</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>Numerous errors interfere with meaning.</p>

*adapted from Rhode Island Skills Commission rubrics