

**Correlation Copy for Teachers:** Use this version of the rubric to correlate the Student Rubric to the Level 3 Proficiency criteria on the Teacher Rubric. The Teacher Rubrics used for grading describe four levels of student work. A score of 4 reflects work that goes beyond the best self-assessment ranking a student might give. For more information, see the pertinent Teacher Rubric and the Rubrics Introduction in the TEACHER RESOURCE GUIDE.

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Focus on Task and Text	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns)</li> <li><input type="checkbox"/> Demonstrates insight into a topic or text(s) by expressing an opinion through relevant details, events, facts, and ideas, acknowledging alternate opinions, and making connections between multiple resources (W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> complete all parts of the prompt, and answer each part completely?</li> <li><input type="checkbox"/> use a tone that fits the writing task and audience? (Examples: humorous, serious)</li> <li>show insight into the topic or text(s) by               <ul style="list-style-type: none"> <li><input type="checkbox"/> using relevant details, events, facts and ideas to discuss my opinion?</li> <li><input type="checkbox"/> pointing out opposing claims?</li> <li><input type="checkbox"/> connecting ideas and information from several different information sources?</li> </ul> </li> </ul>
Organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the claim(s)/opinion(s) clearly by acknowledging and distinguishing the claim from counterclaim(s) (W.8.1.A)</li> <li><input type="checkbox"/> Organizes reasons and evidence in a clear and logical order, with strong connections between ideas (W.8.1.A)</li> <li><input type="checkbox"/> Uses transition words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence (W.8.1.C)</li> <li><input type="checkbox"/> Provides a strong conclusion that clearly follows from and supports the claim (W.8.1.E)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> introduce my claim clearly?</li> <li><input type="checkbox"/> explain the difference between my claim and opposing claims?</li> <li><input type="checkbox"/> organize reasons and evidence in a clear and logical order?</li> <li><input type="checkbox"/> clearly connect evidence to my claim and ideas?</li> <li>use transition words, phrases, and clauses to               <ul style="list-style-type: none"> <li><input type="checkbox"/> connect my ideas within and across paragraphs?</li> <li><input type="checkbox"/> clarify relationships among claims, counterclaims, reasons, and evidence?</li> </ul> </li> <li><input type="checkbox"/> end with a conclusion that clearly connects to the claim and important ideas?</li> </ul>

## 3 (Meets expectations)

Ask yourself: *Did I...?*

## Development and Support

- ☐ Supports the claim with logical, thoroughly explained reasons and compelling, relevant, and accurate evidence from text(s) (W.8.1.B)
- ☐ Develops the opinion by gathering specific, relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation (W.8.8)
- ☐ Maintains clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, with minimal errors (W.8.4)

support my claim with

- ☐ relevant and strong reasons and information?
- ☐ accurate facts, examples, or other information from texts?
- ☐ include relevant evidence from several print and/or digital sources?
- ☐ check that my sources are reliable and accurate?
- ☐ quote or paraphrase accurately and credit the author and text correctly?

create writing that reflects

- ☐ the format of the writing task? (Example: Start a speech by addressing the audience directly.)
- ☐ my reason for writing? (Example: to persuade people to recycle)
- ☐ who my readers are and what they know about the topic?

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains a formal style that follows from and supports the information or explanation presented (W.8.2.D)</li> <li><input type="checkbox"/> Uses precise language and academic and domain-specific vocabulary appropriate to the task and audience to inform about or explain the topic (L.8.6)</li> <li><input type="checkbox"/> Varies sentence patterns for clarity and interest; uses simple sentences, at least three compound or complex sentences, and complex-compound sentences (ns)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use a formal style?</li> <li><input type="checkbox"/> keep the same tone through the writing? (Remember: Tone is the author's attitude toward the subject.)</li> <li><input type="checkbox"/> use precise language? (Example: Avoid overly general words like <i>nice, fun, pretty</i>.)</li> <li><input type="checkbox"/> use domain-specific language? (Example: Words particular to the topic, such as recycling)</li> <li><input type="checkbox"/> use persuasive language that words that fits the format and type of writing? (Example: <i>should</i> to persuade someone)</li> <li><input type="checkbox"/> include different kinds of sentences so my writing is clear and interesting?</li> </ul>
Conventions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows proficient command of grade level grammar, mechanics, and usage, with few errors that do not impede readability or comprehension; correctly uses verbs in a variety of moods and voice (L.8.1)</li> <li><input type="checkbox"/> Shows consistent command of capitalization, punctuation, and spelling; occasional errors do not significantly impede meaning or readability (L.8.2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use the rules I know about writing, including grammar?</li> <li><input type="checkbox"/> check my writing so that it has no errors?</li> <li><input type="checkbox"/> use many different verb types correctly? (Examples: active, passive and conditional verb tenses such as: <u>considered</u>; <u>were considered</u>; <u>consider this</u>; <u>If I were to consider</u>)</li> </ul> <p>follow writing rules to correctly use</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> punctuation to show a pause or break? (Examples: comma, dash)</li> <li><input type="checkbox"/> an ellipsis to show something has been left out?</li> <li><input type="checkbox"/> use the rules I know to spell correctly?</li> </ul>