

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"> <input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns) <input type="checkbox"/> Demonstrates insight into a topic or text(s) by discussing relevant details, events, facts, and ideas, and making connections between multiple resources 	<ul style="list-style-type: none"> <input type="checkbox"/> complete all parts of the prompt, and answer each part completely? <input type="checkbox"/> use a tone that fits the writing task and audience? (Examples: humorous, suspenseful) show insight into the topic or text by <ul style="list-style-type: none"> <input type="checkbox"/> discussing relevant details, events, facts and ideas? <input type="checkbox"/> connecting ideas and information from several different information sources?
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic clearly by giving insightful context and information that previews what is to follow (W.8.2.A) <input type="checkbox"/> Organizes ideas, concepts, and information into broader categories; uses strategies, such as definition, classification, comparison/contrast, and cause/effect (W.8.2.A) <input type="checkbox"/> Includes formatting (e.g., headings), graphics, and multimedia when useful to aiding in comprehension (W.8.2.A) 	<ul style="list-style-type: none"> <input type="checkbox"/> introduce the topic clearly, in a way that orients readers and tells them what to expect? <input type="checkbox"/> use logical structures to organize information? (Examples: definition, classification, comparison/contrast, and cause/effect) <input type="checkbox"/> use text features to help readers understand my ideas and information, such as formatting, graphics, multimedia? <p>Examples of formatting: headings, bullets, text boxes</p> <p>Examples of graphics: illustrations or photographs; charts, maps or timelines</p> <p>Examples of multimedia: audio, video, weblinks</p>

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Organization (cont.)	<ul style="list-style-type: none"> <input type="checkbox"/> Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W.8.2.C) <input type="checkbox"/> Demonstrates coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas (W.8.2.C) <input type="checkbox"/> Provides a concluding statement or section that follows from and supports the information or explanation presented (W.8.2.F) 	<p>use many different appropriate transition words to</p> <ul style="list-style-type: none"> <input type="checkbox"/> connect my ideas? <input type="checkbox"/> clarify relationships between ideas? <p><input type="checkbox"/> organize my ideas and information in a way that fits together logically and is clear?</p> <p><input type="checkbox"/> end with a conclusion that fits with my information or explanation?</p>
Development and Support	<ul style="list-style-type: none"> <input type="checkbox"/> Develops the topic with three or more well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples to further explain the topic and central ideas (W.8.2.B) <input type="checkbox"/> Draws evidence from literary or informational texts to support analysis, reflection, and research, 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, as needed (W.8.2.B; W.8.8) 	<ul style="list-style-type: none"> <input type="checkbox"/> develop and explain the topic with relevant and specific details. (Examples: facts, definitions, quotations, examples, quantitative details when appropriate) <input type="checkbox"/> include evidence from text to support my ideas and information? <input type="checkbox"/> check that my sources are reliable and accurate? <input type="checkbox"/> quote or paraphrase accurately and credit the author and text correctly?

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Language	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains a formal style that follows from and supports the information or explanation presented (W.8.2.D) <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) <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> use formal style (school language, no slang, etc.) throughout the writing? <input type="checkbox"/> use precise language? (Example: Avoid overly general words like <i>nice, fun, pretty</i>.) <input type="checkbox"/> use domain-specific language? (Example: Words particular to a topic or setting, such as unusual animals in that place.) <input type="checkbox"/> use words that fit my audience and writing purpose? (Example: to explain the animals of Africa to visitors) <input type="checkbox"/> include different kinds of sentences so my writing is clear and interesting?
Conventions	<ul style="list-style-type: none"> <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) <input type="checkbox"/> Shows consistent command of capitalization, punctuation, and spelling; occasional errors do not significantly impede meaning or readability (L.8.2) 	<ul style="list-style-type: none"> <input type="checkbox"/> use the rules I know about writing, including grammar? <input type="checkbox"/> check my writing so that it has no errors? <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>) <p>follow writing rules to correctly use</p> <ul style="list-style-type: none"> <input type="checkbox"/> punctuation to show a pause or break? (Examples: comma, dash) <input type="checkbox"/> an ellipsis to show something has been left out? <input type="checkbox"/> the rules I know to spell correctly?