

Urbana School District 116: Informative/Explanatory Rubric for 9th and 10th Grade (Aligned with Common Core Standards) – August 2013

Criteria for 9 th -10 th Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus CCSS: W.9-10.2 W.9-10.4	<ul style="list-style-type: none"> Responds skillfully to all aspects of the prompt Development, organization, and style are appropriate to task, purpose, and audience Thoroughly examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content 	<ul style="list-style-type: none"> Responds to all aspects of the prompt Development, organization, and style are appropriate to task, purpose, and audience Examines and conveys complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content 	<ul style="list-style-type: none"> Responds to most aspects of the prompt Development, organization, and style are inconsistent with task, purpose, and/or audience Partially examines a topic and/or conveys ideas and information unclearly 	<ul style="list-style-type: none"> Responds to some or no aspects of the prompt Development, organization, and style do not match the task, purpose or audience Does not examine a topic or convey ideas and information clearly
	Evidence/Support CCSS: W.9-10.2 W.9-10.9 RI.9-10.1	<ul style="list-style-type: none"> Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic Integrates and cites strong and thorough textual evidence using MLA format to support analysis of what the text says explicitly as well as inferences drawn from the text 	<ul style="list-style-type: none"> Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic Cites strong and thorough textual evidence using MLA format to support analysis of what the text says explicitly as well as inferences drawn from the text 	<ul style="list-style-type: none"> Partially develops the topic with facts, definitions, details, quotations, or other information and examples Cites textual evidence to support analysis, reflection, and research, but does not use correct MLA format 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to develop the topic Does not use or cite sources and/or textual evidence to support analysis, reflection, and research
	Analysis CCSS: W.9-10.2 W.9-10.9	<ul style="list-style-type: none"> Shows an insightful understanding of the topic by drawing evidence from literary or informational texts to support analysis, reflection, and research 	<ul style="list-style-type: none"> Shows a thorough understanding of the topic by drawing evidence from literary or informational texts to support analysis, reflection, and research 	<ul style="list-style-type: none"> Shows a limited understanding of the topic through a partial analysis of key ideas and information 	<ul style="list-style-type: none"> Does not show an understanding of the topic and does not analyze key ideas or information
WRITE TRAITS - ORGANIZATION	Structure/Cohesion CCSS: W.9-10.2	<ul style="list-style-type: none"> Introduces the topic clearly and thoroughly, previewing what is to follow Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts Provides a conclusion that follows from and supports the information or explanation presented 	<ul style="list-style-type: none"> Introduces the topic clearly, previewing what is to follow Organizes complex ideas, concepts, and information to make important connections and distinctions Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts Provides a concluding statement or section that follows from and supports the information or explanation presented 	<ul style="list-style-type: none"> Partially introduces the topic or introduces the topic in a vague or unclear manner Organizes ideas, concepts, and information into broad categories Uses some words, phrases, or clauses to connect claim(s), reasons, and evidence Provides a concluding statement or section with little connection to information or explanation presented 	<ul style="list-style-type: none"> Does not introduce the topic Does not organize ideas, concepts, and information into broader categories Uses few or no transition/linking words, phrases, or clauses to connect claim(s), reasons, and evidence Does not provide a concluding statement or section that connects to information or explanation presented
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/Voice CCSS: L.9-10.1 L.9-10.2 L.9-10.3 W.9-10.2 W.9-10.4	<ul style="list-style-type: none"> Skillfully uses a variety of sentence structures to convey specific meanings and add variety and interest Skillful use of conventions and formatting Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline Uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic 	<ul style="list-style-type: none"> Uses a variety of sentence structures to convey specific meanings and add variety and interest Contains few, minor errors in conventions and formatting without causing confusion Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline Uses precise language and domain-specific vocabulary to manage the complexity of the topic 	<ul style="list-style-type: none"> Sentence structures occasionally convey specific meanings and add variety and interest Demonstrates use of some grade level appropriate conventions and formatting, but errors obscure meaning Uses an inconsistent style or uses both formal and informal styles Uses vague or basic word choice 	<ul style="list-style-type: none"> Sentence structures do not convey specific meanings or add variety and interest Contains serious and pervasive errors in conventions and/or formatting Uses an inappropriate style and tone for the prompt Uses limited or incorrect word choice

Scoring Note: Teachers should consider the preponderance of evidence from student work when determining overall performance level. Students should also have multiple opportunities to work with the rubric, review exemplars, and revise/modify their work prior to any summative use of this rubric.

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Strand	Eighth Grade	Ninth and Tenth Grade	Eleventh and Twelfth Grade
Reading – Informational Text	RI.8.1: Cite the textual evidence (paraphrase, summarize, and quote) using MLA format that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1: Cite strong and thorough textual evidence (paraphrase, summarize, and quote) using MLA format to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.11-12.1: Cite strong and thorough textual evidence (paraphrase, summarize, and quote) using MLA format to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Writing	<p>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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<p>Language</p>	<p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb voice and mood. L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (use comma, ellipsis, or dash to indicate a pause or break). L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</p>	<p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure b. Use various types of phrases and clauses to convey specific meanings and add variety and interest. L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (use a semicolon to link independent clauses; use a colon to introduce a list or quotation). L.9-10.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>) appropriate for the discipline.</p>	<p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references as needed. L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (observe hyphen conventions). L.11-12.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
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NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, the CCSS-aligned standards for the current grade as well as the grade above and the grade below have been included. The letter abbreviations are as follows: CCSS = Common Core State Standards, W = writing, RI = Reading Informational Text, and L = Language.

READING STANDARDS THAT CORRELATE WITH INFORMATIONAL WRITING:

- **RI.9-10.2 – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**
- **RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**
- **RI.9-10.5 – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences in developing and refining a key concept.**
- **RI.9-10.8 – Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is sound and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**
- **RI.9-10.9 – Analyze seminal U.S. documents of historical and literary significance (e.g., *Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail*), including how they address related themes and concepts.**