



Response to Informational Text Generic Rubric Template 2008-2009

Writing in Response to Literary or Informational Text-- as established by the RI Grade Span Expectations

This rubric explains the elements of the prompt, expectations, and standards that should be included in the work. To demonstrate proficiency on this task, a student must **meet** or **exceed** standard on those expectations with an asterisk. In addition, a student cannot meet standard on this task if he/she receives **below standard** for any expectation.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
* Establishes a context	<p>Skillfully selects and summarizes key ideas to establish context appropriate to audience.</p> <p>Establishes an insightful claim/assertion in the form of a thesis when responding to a given prompt</p> <p>Skillfully uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice.</p>	<p>Establishes context by selecting and summarizing key ideas appropriate to audience. <i>W-10-2.1</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>Uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice. <i>W-10-7.4, 7.5</i></p>	<p>Selection or summary of key ideas and/or audience is unclear.</p> <p>Attempts an interpretive claim/assertion in the form of a thesis but thesis is unclear.</p> <p>Uses some language that clarifies or supports intent or establishes an authoritative voice.</p>	<p>Selection or summary of key ideas and/or audience is invalid.</p> <p>Thesis is invalid or does not address prompt.</p> <p>Does not use language that clarifies or supports intent or establishes an authoritative voice.</p>
* Demonstrates critical thinking	<p>Selects accurate information and skillfully connects the informational text to prior knowledge, to oneself or to the broader world of ideas in order to advance relevant ideas or themes.</p> <p>Interprets text by making inferences and drawing a complex conclusion(s) that synthesizes information.</p> <p>Thoroughly maintains focus.</p>	<p>Selects and analyzes accurate information, connecting the informational text to prior knowledge, to oneself or to the broader world of ideas in order to advance relevant ideas or themes. <i>W-10-2.3, W-10-3.3</i></p> <p>Interprets text by making inferences and drawing a credible conclusion that synthesizes information. <i>W-10-6.4, 8.5, 3.2,</i></p> <p>Maintains Focus. <i>W-10-5.5; W-10-7.2</i></p>	<p>Connects the informational text to prior knowledge, other texts, or broader world of ideas but selection or analysis is incomplete and/or irrelevant.</p> <p>Attempts to interpret text, but interpretation or conclusion causes confusion.</p> <p>Weak focus.</p>	<p>Selects inappropriate information and/or does not connect the informational text to prior knowledge, other texts, or broader world of ideas.</p> <p>Little or no interpretation of the text and/or no conclusion.</p> <p>Lacks focus.</p>
Creates an organizing structure	<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; W-10-4.6; W-10-14.3, 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>
Demonstrates command of written language conventions	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not interfere with meaning. <i>W-10-9.1-5</i></p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors do interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling.</p> <p>Numerous errors interfere with meaning.</p>