

8th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric with Research – Unit 2

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.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.8.1 or RL.8.1	<p>The writing:</p> <input type="checkbox"/> accurately cites several pieces textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> contains citations of textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides an insufficient explanation of what the text says explicitly.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
		<input type="checkbox"/> accurately cites several pieces of textual evidence to support inferences drawn from the text.	<input type="checkbox"/> contains citations of textual evidence to support inferences drawn from the text.	<input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides inaccurate inferences drawn from the text.	
Writing Structure & Organization	W.8.2a	<p>The writing:</p> <input type="checkbox"/> effectively and clearly introduces the topic, previewing what is to follow.	<p>The writing:</p> <input type="checkbox"/> partially introduces the topic and/or provides a limited preview of what is to follow.	<p>The writing:</p> <input type="checkbox"/> fails to introduce or minimally references the topic and/or fails to preview what is to follow.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	W.8.2f	<input type="checkbox"/> skillfully organizes ideas, concepts, and information into broader categories.	<input type="checkbox"/> partially organizes ideas, concepts, and information into broader categories.	<input type="checkbox"/> has a progression of ideas, concepts and information that is not organized into broader categories.	
		<input type="checkbox"/> effectively includes formatting (e.g., headings), graphics (e.g., charts, tables) and illustrations, and multimedia when useful to aiding comprehension.**	<input type="checkbox"/> includes limited formatting (e.g., headings), graphics, (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**	<input type="checkbox"/> does not include formatting (e.g., headings), graphics (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**	
		<input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the information or explanation presented.	<input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the information or explanation presented.	<input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the information or explanation provided.	

8th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric with Research – Unit 2 *(continued)*

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.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.8.2e	The writing: <input type="checkbox"/> effectively addresses the prompt/task with a focused response and establishes and maintains a formal style throughout.	The writing: <input type="checkbox"/> addresses the prompt/task with some drift in focus and/or does not always establish and maintain a formal style.	The writing: <input type="checkbox"/> does not address the prompt/task and may lack focus and/or does not establish and maintain a formal style.	10-12 = Meets
	W.8.2b	<input type="checkbox"/> effectively develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> develops the topic with partial or uneven use of relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> may attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples which are irrelevant and/or insufficient.	7-9 = Approaching
	W.8.2c	<input type="checkbox"/> uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<input type="checkbox"/> uses limited transitions that only partially creates cohesion and clarifies the relationship among ideas and concepts.	<input type="checkbox"/> does not use, or uses repetitive transitions that fail to create cohesion or clarifies the relationship among ideas and concepts.	< 7 = Below
	(W.8.7) (W.8.8)	<input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility and accuracy of each source.	<input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility and accuracy of each source.	<input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility or accuracy of each source.	Subtotal:
Language Conventions & Vocabulary	L.8.1	The writing: <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets
	L.8.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	5-6 = Approaching
	W.8.2d (L.8.6)	<input type="checkbox"/> accurately incorporates precise language, general academic and domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses some precise language, general academic and/or domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses simplistic vocabulary.	<5 = Below
Subtotal:					Subtotal:
**When applicable to the task.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.	
30-39 = Meets Grade Level Expectations 21-29 = Approaching Grade Level Expectations < 20 = Below Grade Level Expectations			() = partially meets requirements of the standard.		Overall Score:

8th Grade English/Language Arts Narrative Story Writing Rubric – Unit 1

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Structure & Organization	W.8.3a	<p>The writing effectively engages and orients the reader by:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing somewhat engages and orients the reader by partially:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing does not engage and orient the reader by failing to:</p> <input type="checkbox"/> establish a context. <input type="checkbox"/> establish a point of view. <input type="checkbox"/> introduce a narrator and/or characters.	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div>
		<p>The writing:</p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.	
	W.8.3e	<p>The writing:</p> <input type="checkbox"/> provides an effective conclusion that follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> provides a conclusion that only partially follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> fails to provide a conclusion that follows from and reflects on the narrated experiences or events.	
Writing Development & Elaboration		<p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	<p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div>
	W.8.3b	<input type="checkbox"/> effectively uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> only partially uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> fails to and/or inadequately uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
	W.8.3c	<input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationship among experiences and events.	<input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationship among experiences and events.	<input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence, or to signal shifts from one time frame or setting to another, or to show the relationship among experiences and events.	
	W.8.3d	<input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> uses words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to capture the action and convey experiences and events.	

8th Grade English/Language Arts Narrative Story Writing Rubric – Unit 1 (continued)
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language Conventions & Vocabulary	L.8.1	<p>The writing:</p> <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	<p>The writing:</p> <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	<p>The writing:</p> <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.8.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.8.6)	<input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	
() = partially meets requirements of the standard.			Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
29 – 36 = Meets Grade Level Expectations 22 – 28 = Approaching Grade Level Expectations < 22 = Below Grade Level Expectations					Overall Score: <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; vertical-align: middle;"></div>

8th Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.8.1 or RL.8.1	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> cites some textual evidence to support inferences drawn from the text. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly. <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text. 	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; width: 100px; height: 40px; margin-top: 10px; text-align: center;">Subtotal:</div>
	W.8.1a	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively introduces claim(s). <input type="checkbox"/> skillfully acknowledges and distinguishes the claim(s) from alternative or opposing claims <input type="checkbox"/> skillfully organizes the reasons and evidence logically. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> partially introduces claim(s). <input type="checkbox"/> succeeds in only partially acknowledging and distinguishing the claim(s) from alternative or opposing claims. <input type="checkbox"/> partially organizes the reasons and evidence logically. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to introduce or minimally references the claim(s). <input type="checkbox"/> does not acknowledge and/or distinguish the claim(s) from alternative or opposing claims. <input type="checkbox"/> fails to organize the reasons and evidence logically. 	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p>
Writing Structure & Organization	W.8.1e	<ul style="list-style-type: none"> <input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> <input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the argument presented. 	<ul style="list-style-type: none"> <input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the argument presented. 	<div style="border: 1px solid black; width: 100px; height: 40px; margin-top: 10px; text-align: center;">Subtotal:</div>

8th Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research *(continued)*

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.8.1b The writing: <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	The writing: <input type="checkbox"/> addresses the prompt/task with some drift in focus.	The writing: <input type="checkbox"/> does not address the prompt/task and may lack focus.	12-15 = Meets 9-11 = Approaching < 9 = Below
	<input type="checkbox"/> effectively supports the claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and effectively demonstrates understanding of the topic or text.	<input type="checkbox"/> supports the claim(s) with reasoning and evidence, using accurate, credible sources and demonstrates partial understanding of the topic or text.	<input type="checkbox"/> may support the claim(s) with insufficient or irrelevant reasoning and evidence, and may not use accurate sources and fails to demonstrate understanding of the topic or text.	
	W.8.1c <input type="checkbox"/> skillfully uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), counterclaims, reasons, and evidence.	<input type="checkbox"/> uses words, phrases, and clauses that only partially create cohesion and only somewhat clarify the relationships among the claim(s), counterclaims, reasons, and evidence.	<input type="checkbox"/> fails to words, phrases and clauses that create cohesion and does not clarify the relationships among the claim(s), counterclaims, reasons, and evidence.	
	W.8.1d <input type="checkbox"/> effectively establishes and maintains a formal style.	<input type="checkbox"/> does not always establish and consistently maintain a formal style.	<input type="checkbox"/> does not establish and/or does not maintain a formal style.	
	(W.8.7) (W.8.8) <input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility and accuracy of each source.	<input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility and accuracy of each source.	<input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility or accuracy of each source.	Subtotal:
Language Conventions & Vocabulary	L.8.1 The writing: <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.8.2 <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.8.6) <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	
*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
38 – 48 = Meets Grade Level Expectations		() = partially meets requirements of the standard.		Overall Score:
29 – 37 = Approaching Grade Level Expectations				
< 29 = Below Grade Level Expectations				

8th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric – Unit 7

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.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.8.1 or RL.8.1	<p>The writing:</p> <input type="checkbox"/> accurately cites several pieces textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> contains citations of textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides an insufficient explanation of what the text says explicitly.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
		<input type="checkbox"/> accurately cites several pieces of textual evidence to support inferences drawn from the text.	<input type="checkbox"/> contains citations of textual evidence to support inferences drawn from the text.	<input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides inaccurate inferences drawn from the text.	
Writing Structure & Organization	W.8.2a	<p>The writing:</p> <input type="checkbox"/> effectively and clearly introduces the topic, previewing what is to follow.	<p>The writing:</p> <input type="checkbox"/> partially introduces the topic and/or provides a limited preview of what is to follow.	<p>The writing:</p> <input type="checkbox"/> fails to introduce or minimally references the topic and/or fails to preview what is to follow.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p>
	W.8.2f	<input type="checkbox"/> skillfully organizes ideas, concepts, and information into broader categories.	<input type="checkbox"/> partially organizes ideas, concepts, and information into broader categories.	<input type="checkbox"/> has a progression of ideas, concepts and information that is not organized into broader categories.	
		<input type="checkbox"/> effectively includes formatting (e.g., headings), graphics (e.g., charts, tables) and illustrations, and multimedia when useful to aiding comprehension.**	<input type="checkbox"/> includes limited formatting (e.g., headings), graphics, (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**	<input type="checkbox"/> does not include formatting (e.g., headings), graphics (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**	
		<input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the information or explanation presented.	<input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the information or explanation presented.	<input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the information or explanation provided.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>

8th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric - Unit 7 (continued)

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.

	Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.8.2e	The writing: <input type="checkbox"/> effectively addresses the prompt/task with a focused response and establishes and maintains a formal style throughout.	The writing: <input type="checkbox"/> addresses the prompt/task with some drift in focus and/or does not always establish and maintain a formal style.	The writing: <input type="checkbox"/> does not address the prompt/task and may lack focus and/or does not establish and maintain a formal style.	7-9 = Meets 5-6 = Approaching < 5 = Below <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div>
	W.8.2b	<input type="checkbox"/> effectively develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> develops the topic with partial or uneven use of relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> may attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples which are irrelevant and/or insufficient.	
	W.8.2c	<input type="checkbox"/> uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<input type="checkbox"/> uses limited transitions that only partially creates cohesion and clarifies the relationship among ideas and concepts.	<input type="checkbox"/> does not use, or uses repetitive transitions that fail to create cohesion or clarifies the relationship among ideas and concepts.	
Language Conventions & Vocabulary	L.8.1	The writing: <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div>
	L.8.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	W.8.2d (L.8.6)	<input type="checkbox"/> accurately incorporates precise language, general academic and domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses some precise language, general academic and/or domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses simplistic vocabulary.	
**When applicable to the task.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.	Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
29 – 36 = Meets Grade Level Expectations			() = partially meets requirements of the standard.		Overall Score: <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div>
22 – 28 = Approaching Grade Level Expectations					
< 22 = Below Grade Level Expectations					

8th Grade English/Language Arts Argumentative Text-Based Writing Rubric – Unit 6

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.8.1 or RL.8.1	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> cites some textual evidence to support inferences drawn from the text. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly. <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text. 	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div>
	W.8.1a	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively introduces claim(s). <input type="checkbox"/> skillfully acknowledges and distinguishes the claim(s) from alternative or opposing claims <input type="checkbox"/> skillfully organizes the reasons and evidence logically. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> partially introduces claim(s). <input type="checkbox"/> succeeds in only partially acknowledging and distinguishing the claim(s) from alternative or opposing claims. <input type="checkbox"/> partially organizes the reasons and evidence logically. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to introduce or minimally references the claim(s). <input type="checkbox"/> does not acknowledge and/or distinguish the claim(s) from alternative or opposing claims. <input type="checkbox"/> fails to organize the reasons and evidence logically. 	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div>
W.8.1e	<p><input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the argument presented.</p>	<p><input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the argument presented.</p>	<p><input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the argument presented.</p>		

8th Grade English/Language Arts Argumentative Text-Based Writing Rubric – Unit 6 (continued)

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.8.1b	The writing: <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	The writing: <input type="checkbox"/> addresses the prompt/task with some drift in focus.	The writing: <input type="checkbox"/> does not address the prompt/task and may lack focus.	10-12 = Meets 7-9 = Approaching < 7 = Below
		<input type="checkbox"/> effectively supports the claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and effectively demonstrates understanding of the topic or text.	<input type="checkbox"/> supports the claim(s) with reasoning and evidence, using accurate, credible sources and demonstrates partial understanding of the topic or text.	<input type="checkbox"/> may support the claim(s) with insufficient or irrelevant reasoning and evidence, and may not use accurate sources and fails to demonstrate understanding of the topic or text.	
		<input type="checkbox"/> skillfully uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), counterclaims, reasons, and evidence.	<input type="checkbox"/> uses words, phrases, and clauses that only partially create cohesion and only somewhat clarify the relationships among the claim(s), counterclaims, reasons, and evidence.	<input type="checkbox"/> fails to words, phrases and clauses that create cohesion and does not clarify the relationships among the claim(s), counterclaims, reasons, and evidence.	
		<input type="checkbox"/> effectively establishes and maintains a formal style.	<input type="checkbox"/> does not always establish and consistently maintain a formal style.	<input type="checkbox"/> does not establish and/or does not maintain a formal style.	
Subtotal:					
Language Conventions & Vocabulary	L.8.1	The writing: <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.8.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.8.6)	<input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	
Subtotal:					

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.

Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

36 – 45 = Meets Grade Level Expectations
27 – 35 = Approaching Grade Level Expectations
< 27 = Below Grade Level Expectations

Overall Score:

8th Grade English/Language Arts Narrative Story Writing Rubric – Unit 8
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Structure & Organization	W.8.3a	<p>The writing effectively engages and orients the reader by:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing somewhat engages and orients the reader by partially:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing does not engage and orient the reader by failing to:</p> <input type="checkbox"/> establish a context. <input type="checkbox"/> establish a point of view. <input type="checkbox"/> introduce a narrator and/or characters.	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>< 9 = Below</p> <p align="center">Subtotal:</p>
	W.8.3e	<p>The writing:</p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.	
		<p>The writing:</p> <input type="checkbox"/> provides an effective conclusion that follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> provides a conclusion that only partially follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> fails to provide a conclusion that follows from and reflects on the narrated experiences or events.	
Writing Development & Elaboration	W.8.3b	<p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	<p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <p align="center">Subtotal:</p>
		<input type="checkbox"/> effectively uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> only partially uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> fails to and/or inadequately uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
	W.8.3c	<input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationship among experiences and events.	<input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationship among experiences and events.	<input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence, or to signal shifts from one time frame or setting to another, or to show the relationship among experiences and events.	
	W.8.3d	<input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> uses words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to capture the action and convey experiences and events.	

8th Grade English/Language Arts Narrative Story Writing Rubric – Unit 8 (continued)
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language Conventions & Vocabulary	L.8.1	The writing: <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response. <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing. <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding. <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing. <input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding. <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing. <input type="checkbox"/> uses simplistic vocabulary.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.8.2				
	(L.8.6)				
() = partially meets requirements of the standard.			Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
29 – 36 = Meets Grade Level Expectations 22 – 28 = Approaching Grade Level Expectations < 22 = Below Grade Level Expectations					Overall Score: <div style="border: 1px solid black; width: 50px; height: 30px; display: inline-block; vertical-align: middle;"></div>