

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

## Lincoln Middle School: Informational Writing School-wide Rubric

EXPECTATIONS	EXCEEDS STANDARD 4	MEETS STANDARD 3	NEARLY MEETS STANDARD 2	BELOW STANDARD 1
<b>Establishes a Context and Provides a Controlling Idea</b>	Provides an engaging hook or lead.  Skillfully provides the context or introduces topic by summarizing background information.  Provides an insightful or complex thesis/claim that addresses the prompt.	Provides a <b>hook</b> or lead.  Provides the context or <b>introduces topic</b> by summarizing background information.  Provides a <b>valid thesis/claim</b> that addresses the prompt.	Attempts to provide a hook or lead.  Attempts to provide the context or introduce topic by summarizing background information.  Attempts to provide a valid thesis /claim that addresses the prompt, but may be incomplete, inaccurate <b>or</b> unclear.	Lacks a hook or lead.  Lacks context or an introduction to the topic.  Lacks a valid thesis/claim.
<b>Demonstrates Critical Thinking Evidence /Analysis (TEEC)</b>	Skillfully fulfills all content and task specific requirements of the assignment.  Effectively supports valid arguments with appropriate and detailed evidence using precise and content specific language.  Accurately cites a variety of sources of information when appropriate.  Effectively explains evidence in relation to the prompt and topic sentence.  Excludes unnecessary information and skillfully maintains focus.	Fulfills all content and <b>task specific requirements</b> of the assignment.  <b>Supports</b> valid thesis/claim <b>with appropriate evidence</b> using precise and content specific language.  Accurately <b>cites source(s)</b> of information when appropriate.  <b>Explains evidence</b> in relation to the prompt and/or topic sentence.  <b>Maintains focus</b> and excludes unnecessary information.	Attempts to fulfill content and task specific requirements of the assignment, but one element may be inaccurate or incomplete.  Attempts to support the thesis with some evidence but lacks clarity and/or accuracy.  Attempts to cite source(s) of information when appropriate.  Attempts to explain evidence in relation to the prompt and/or topic sentence.  Attempts to include only necessary information and maintain focus.	Does not fulfill content and task specific requirements of the assignment.  Most arguments are not supported with valid or clear evidence, and are inaccurate.  Lacks necessary cited source(s).  Most support or evidence lacks accurate, clear or complete explanation.  Includes unrelated or unnecessary information and lacks focus.
<b>Closing and Structure</b>	Skillfully states valid thesis/claim in a different way.  Skillfully summarizes or extends main ideas and connects the topic to other texts, events, etc...  Uses appropriate transitions within and between paragraphs.	States <b>valid thesis/claim in a different way</b> .  <b>Summarizes</b> or <b>extends</b> main ideas.  Uses appropriate <b>transitions</b> .	Attempts to state thesis/claim in a different way but may be word for word.  Attempts to summarize and extend main ideas.  Attempts to use transitions appropriately.	Does not restate thesis/claim.  Lacks summary or extension of main ideas.  Lacks transitions.
<b>Demonstrates Understanding of English Language Conventions</b>	Skillfully establishes and maintains a formal style.  Demonstrates mastery of usage, grammar, punctuation, sentence construction, and spelling.	Establishes and maintains a <b>formal style</b> .  Demonstrates control of usage, <b>grammar, punctuation</b> , sentence construction, and spelling.	Attempts to establish and maintain a formal style.  Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.	Lacks a formal style.  Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.

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