**Informative Writing Scoring Guide**

*The student’s informative writing…*

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| **Level 2 Application** | **C:\Users\schwenneje\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\STYDN3ON\MC900442153[1].png** | **Level 3 Application** | **C:\Users\schwenneje\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\STYDN3ON\MC900442153[1].png** | **Level 4 Application** | **C:\Users\schwenneje\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\STYDN3ON\MC900442153[1].png** |
| Includes a topic sentence. |  | Introduces a topic clearly, previewing what is to follow. |  | Demonstrates a command of voice and style that rises above formulaic writing. |  |
| Includes a paragraph with supporting details. |  | Organizes ideas, concepts, and information. |  |  |  |
| Includes a concluding sentence. |  | Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |  |  |  |
| Uses transitions to link sentences and ideas. |  | Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |  |  |  |
| Specifically addresses the prompt. |  | Uses precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |  |
|  |  | Establishes and maintain a formal style. |  |  |  |
|  |  | Provides a concluding statement or section that follows from and supports the information or explanation presented. |  |  |  |
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**Scoring Guide**

*As yourself these questions…*

* If a student has met NO Level 2 criteria, their score is a **0**
* If a student has met 1 Level 2 criterion, their score is *at least* a **1**
* If a student has met 3 Level 2 criteria, their score is *at least* a **1.5**
* If a student has met all 5 Level 2 criteria, their score is *at least* a **2**
* If a student has met 4 or more Level 3 criteria and all Level 2 criteria, their score is *at least* a **2.5**
* If a student has met all 7 Level 3 criteria and all Level 2 criteria, their score is *at least* a **3**
* If a student has met the Level 4 criterion as well as all Level 2 and 3 criteria, their score is a **4**

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| **Multidimensional Proficiency Connections** |
| **Analyzing Textual Evidence** | **Applying Grammar and Mechanics** |
| Cite textual evidence to support analysis of what a text says explicitly, as well as to support inferences drawn from the text. | Explain the function of subjects, predicates, phrases and clauses in general and their function in particular sentences. |
| Analyze the development of a central idea over the course of a text and cite textual evidence to support analysis. | Recognize and correct inappropriate subject-verb agreement |
| Use a comma to separate coordinate adjectives. |