

**Kenai Peninsula Borough School District**  
**Grade 8 Informative/Explanatory Standard Based Rubric**

<b>Expectations</b>	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Nearly Meets Standard 2</b>	<b>Below Standard 1</b>
<p style="text-align: center;"><b>Ideas, Organization</b></p> <p>Establishes context and purpose</p> <p><b>W 8.2a</b> Introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories</p>	<p>The introduction includes an engaging introductory statement, a clear thesis sentence i that answers the prompt directly and insightfully, and, and previews the important topics for the following paragraphs.</p> <p>Paragraphs have clear insightful topics with details that support that topic.</p>	<p>The introduction includes an engaging introductory statement, a clear thesis sentence t that answers the prompt directly and effectively, and previews the topics for the following 3 paragraphs.</p> <p>Topics are focused reasons that address the prompt and were previewed in the thesis sentence.</p>	<p>The introduction includes an introductory statement, a clear thesis sentence that answers the prompt directly, and previews the topics for the following paragraphs.</p> <p>Topics are reasons addressing the prompt and were previewed in the thesis sentence.</p>	<p>The introduction includes a thesis sentence that does not address the prompt entirely and/or does not preview the topics for the following paragraphs or there is no introduction.</p> <p>Topics are vague, nonexistent, or the topics were not previewed in the introduction.</p>
<p style="text-align: center;"><b>Content and Development</b></p> <p>Demonstrates critical thinking in order to develop the topic</p> <p><b>W 8.2b</b> Develop the topic with relevant well chosen facts definitions, concrete details, quotations, or other information and examples.</p>	<p>Each topic is developed with well chosen evidence that is shown to most strongly prove thesis with thorough explanations and is appropriate to knowledge of audience.</p>	<p>Each topic is developed with well chosen evidence and explanation to prove thesis.</p>	<p>Each topic is developed with sufficient evidence to prove thesis.</p>	<p>Topics are developed with some or no evidence to prove thesis.</p>
<p style="text-align: center;"><b>Transitions and Conclusions</b></p> <p><b>W 8.2c</b> Uses appropriate transitions to create cohesion, and clarify relationships among ideas and concepts</p> <p><b>W8.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Paragraphs are introduced with effective and varied transition words as well as used throughout the paragraphs to create cohesion and clarify relationships.</p> <p>The essay is ended with a conclusion that summarizes the thesis, summarizes the main reasons, and finishes the essay in a skillful and thought provoking way.</p>	<p>Four or more varied transition words are found throughout the essay showing connection between ideas.</p> <p>The essay is ended with a conclusion that summarizes the thesis sentence, summarizes the main reasons and finishes the essay in a skillful way.</p>	<p>3 varied transition words are found throughout the essay.</p> <p>The essay is ended with a conclusion that restates the thesis and summarizes the main reasons.</p>	<p>Repetitive transitions words are used.</p> <p>The essay is ended with a conclusion that restates the thesis sentence only or does not have a conclusion at all.</p>

<p><b>Language, Style and Sentence Structure</b></p> <p><b>W 8.2d</b> Uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W 8.2e</b> Establish and maintain a formal style.</p>	<p>Establishes and uses authoritative and relevant vocabulary that is descriptive and sensory rich.</p> <p>Formal and figurative language is found throughout the essay.</p>	<p>Establishes and uses authoritative and relevant vocabulary with some descriptive sensory language.</p> <p>Formal language is found throughout the essay with some figurative language.</p>	<p>Establishes and uses authoritative and relevant vocabulary but does not include descriptive sensory rich language.</p> <p>Formal language is found throughout the essay but includes no figurative language.</p>	<p>Uses general or non-academic language and does not establish authoritative voice (i.e. "I think"). Most vocabulary is general, not specific to the topic, and not academic.</p> <p>1-2 pieces of informal language is found in the essay (slang).</p>
<p><b>Conventions</b></p> <p><b>L 8.1</b> Form and use verbs in the active and passive voice. Correct inappropriate shifts in verb voice and mood.</p> <p><b>L 8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation.  a. Use punctuation to indicate a pause or break.  c. Spell correctly</p>	<p>There are no mistakes noticeable.</p>	<p>1-2 mistakes are found in verb usage</p> <p>Mistakes are limited to 2-3 and do not hinder meaning.</p>	<p>3-4 mistakes are found in verb usage</p> <p>There are more than 4 mistakes and/or mistakes hinder meaning.</p> <p>A few run-ons and/or fragments are present.</p>	<p>More than 4 mistakes are found in verb usage</p> <p>Mistakes are throughout the essay and hinder meaning.</p> <p>Many run-ons and/or fragments are present.</p>

### Alaska State Standards Alignment

NOTES: In the left criterion boxes of the rubric, the Alaska aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (8<sup>th</sup>) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 9-10<sup>th</sup> grade standards were referenced.

Strand	7th	8th	9-10th
<b>Writing</b>	<p>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> <p>a. Introduce a topic (<b>or thesis statement</b>) clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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> <p>a. Introduce a topic (<b>or thesis statement</b>) 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>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> <p>a. Introduce a topic (<b>or thesis statement</b>) clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

<p><b>Reading- Informational Text</b></p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><b>Language</b></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>