

### 8th Analytic Writing Rubric

**ANALYTIC Writing:** Write arguments, analyses, and informational texts to convey information and support researched claims through the selection, organization, and analysis of relevant evidence

Writing Target	Extends (4.0)	Mastery (3.0)	Developing Mastery (2.0)	Not Mastering (1.0)
<p><b>8AW 1a: Introduce a topic or claim</b></p>	<p>Introduces a topic/claim by providing background information for the claim that creates connections between the topic and the broader, real-world context.</p>	<p>Introduces a topic/claim by:</p> <ul style="list-style-type: none"> <li>● providing appropriate and sufficient background information</li> <li>● providing clearly worded topic/claim sentence(s) previewing what is to follow.</li> </ul>	<p>Introduces a topic/claim by:</p> <ul style="list-style-type: none"> <li>● including insufficient background information</li> <li>● providing an unclear topic/claim sentence</li> </ul>	<p>Introduces a topic/claim by:</p> <ul style="list-style-type: none"> <li>● providing background knowledge that is inaccurate or insufficient.</li> <li>● providing a topic/claim sentence that is inappropriate to the task.</li> </ul>
<p><b>8AW 1b: Organize ideas/reasons and evidence clearly using appropriate transitions to clarify relationships among ideas/claims and 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.</b></p>	<p>Demonstrates purposeful coherence, clarity, and cohesion that is above grade level expectations using:</p> <ul style="list-style-type: none"> <li>● purposeful structures that strengthen the argument/analysis.</li> <li>● seamless transitions from one text structure to the next that enhance the reader's experience.</li> <li>● evidence that is seamlessly integrated and analyzed using a variety of stylistic approaches.</li> </ul>	<p>Demonstrates effective coherence, clarity, and cohesion:</p> <ul style="list-style-type: none"> <li>● well-executed and easy to follow progression of ideas</li> <li>● overall structure is logical and clear.</li> <li>● appropriate and varied transitions from idea to idea, smoothly incorporating text evidence.</li> <li>● appropriate and varied transitions to connect ideas and when incorporating text evidence (e.g. lead or weave).</li> </ul>	<p>Demonstrates inconsistent organization or coherence of ideas that:</p> <ul style="list-style-type: none"> <li>● makes the progression of ideas somewhat easy to follow</li> <li>● may contain some parts that are logical and clear.</li> <li>● may include some appropriate and varied transitions from sentence to sentence</li> <li>● may include some appropriate and varied transitions from paragraph to paragraph</li> <li>● uses non-specific sentence starters (e.g. "In the text, it says...")</li> </ul>	<p>Demonstrates limited organization or coherence of ideas using:</p> <ul style="list-style-type: none"> <li>● progression of ideas that may be confusing or inappropriate.</li> <li>● an overall structure that lacks coherence or clarity</li> <li>● a style that reads like a list</li> <li>● few (if any) appropriate and varied transitions</li> <li>● no introductory phrases to lead into quotations from text.</li> </ul>
<p><b>8AW2: Develop and support the topic/claim with relevant facts, clear reasons, and relevant evidence using concrete details, quotations, or other information and examples from credible sources as appropriate, while distinguishing topic/claim from alternate or opposing claims (when appropriate) to demonstrate an understanding of the topic or text.</b></p>	<p>Comprehensively develops and supports the topic/claim throughout by:</p> <ul style="list-style-type: none"> <li>● developing <i>convincing</i> reasons in support of claim or key points using analogies, anecdotes, inferences, appropriate connections...</li> <li>● using mature logic to analyze how text evidence supports the claim or topic sentence by connecting argument(s) to larger societal/global issues.</li> <li>● Purposefully deconstructing and refuting opposing claims with strong and relevant evidence and providing a sophisticated rationale with extensive</li> </ul>	<p>Develops and supports the topic/claim throughout by:</p> <ul style="list-style-type: none"> <li>● providing clear and relevant reasons</li> <li>● incorporating strong text evidence (concrete details, quotations, or other information and examples from credible sources) throughout written piece.</li> <li>● using sound logic to analyze how text evidence supports the claim or topic sentence, logically analyze how evidence supports the claim/topic.</li> <li>● Acknowledged and logically refutes opposing claims with relevant evidence and logical explanation/analysis when appropriate.</li> </ul>	<p>Demonstrates inconsistent development when supporting the topic/claim by:</p> <ul style="list-style-type: none"> <li>● developing some relevant ideas or clear reasons</li> <li>● incorporating limited text evidence (concrete details, quotations, or other information and examples from credible sources)</li> <li>● summarizing rather than analyzing</li> <li>● refuting opposing claims with limited relevant evidence and/or limited explanation/analysis.</li> </ul>	<p>Demonstrates limited development when supporting the claim by:</p> <ul style="list-style-type: none"> <li>● providing illogical, irrelevant, or significantly underdeveloped text evidence</li> <li>● neglecting to address the opposing claims or refuting opposing claims with illogical or irrelevant evidence and/or explanation/analysis.</li> <li>● not analyzing or interpreting text evidence</li> </ul>

	explanation/analysis when appropriate.			
<b>8AW3: Use precise language and domain-specific vocabulary to develop an appropriate voice/tone and establish and maintain a formal style.</b>	Develops a strong style/tone deliberately to accomplish a specific purpose that significantly enhances the message of the essay by: <ul style="list-style-type: none"> <li>• using precise language and domain-specific vocabulary to skillfully manage the complexity of the topic.</li> <li>• using mature stylistic techniques that elevate the content or subject matter</li> </ul>	Establishes a consistent and appropriate style/tone: <ul style="list-style-type: none"> <li>• using precise language and domain-specific vocabulary consistently</li> <li>• establishing and maintaining an appropriate style that attends to the norms of the writing task and shows awareness of audience.</li> </ul>	Establishes an inconsistent style/tone by: <ul style="list-style-type: none"> <li>• using some language that is appropriate to the task/audience.</li> <li>• using a style that has limited effectiveness and limited awareness of the norms of the task.</li> </ul>	Underdeveloped or missing style/tone: <ul style="list-style-type: none"> <li>• with little to no precise language.</li> <li>• style is inappropriate to the task.</li> </ul>
<b>8AW4. Provide a concluding statement or section that follows from and supports the explanation/argument presented.</b>	Provides a concluding section that goes beyond mere review by using an effective, sophisticated final statement (e.g. drawing a parallel or posing a rhetorical question) which enables the reader to reflect deeply on the topic.	Provides a concluding section that reviews and supports the information or argument presented, leaving the reader a deep understanding of the topic/claim.	<ul style="list-style-type: none"> <li>• Conclusion repeats the introduction or simply restates all of the main points.</li> <li>• Conclusion is limited or lacks appropriate development.</li> </ul>	Conclusion does not exist or is completely off topic.
<b>Language Target: Demonstrate command of the conventions of standard English grammar usage when writing or speaking.</b>	<ul style="list-style-type: none"> <li>• Demonstrates full command of the conventions of Standard English consistent with edited writing.</li> <li>• Incorporates a variety of sentence structures (including but not limited to semi-colons, colons, commas, and dashes, purposeful fragments) to add tone and create cohesion among ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates full command of the conventions (including forming and using verbs in the active voice) of Standard English consistent with edited writing</li> <li>• There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates moderate command of the conventions of Standard English consistent with edited writing.</li> <li>• There are a few patterns of errors in grammar and usage that may occasionally interfere in understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited command of the conventions of Standard English consistent with edited writing.</li> <li>• There are multiple patterns of errors in grammar and usage that interfere in understanding, demonstrating minimal control over language.</li> </ul>

#### Language Target Instructional Focus

Cycle 1	Cycle 2	Cycle 3 & 4	Cycle 5 & 6
<i>focusing on forming and using verbs in the active and passive voice and issues in student writing.</i>	<i>focusing on forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood and issues from student writing.</i>	<i>Instructional focus on recognizing and correcting inappropriate shifts in verb voice and mood and issues in student writing.</i>	<i>Instructional focus on issues in student writing.</i>

