What I Learned Rubric

|  |
| --- |
| **Writer’s Craft** |
| WC2 - Write **INFORMATIVE/EXPLANATORY** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| WC2a. Introduce a topic 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. |
| M | P | NM | Writes introduction that goes from general to thesis  |
| M | P | NM | Formulates thesis statement using guiding question that previews the structure of the paper  |
| M | P | NM | Shares contextual information that adequately introduces topic to the reader |
| WC2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| M | P | NM | (Claim) Authors clear topic sentence that previews the idea/concept focus of the paragraph  |
| M | P | NM | (Lead) Shares enough contextual/background information to aid understanding.  |
| M | P | NM | (Evidence) Chooses appropriate evidence from multiple sources to support claims  |
| M | P | NM | (Analysis) Explains clearly the relevance of the evidence and how it supports the claims/ideas presented.  |
| M | P | NM | (Revisits) Emphasizes the significance of the information presented within each paragraph. |
| WC2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| M | P | NM | Uses academic transitions to introduce evidence within the text. |
| WC2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| M | P | NM | Chooses precise wording to produce concise writing  |
| M | P | NM | Defines any terminology or ideas that are topic specific |
| WC2e. Establish and maintain a formal style. |
| M | P | NM | Remains in a formal register (formal word choice: no contractions, abbreviations, parenthetical, slang, or texting language) |
| M | P | NM | Maintains 3rd person (avoids 1st and 2nd person) |
| M | P | NM | Credits origin of ideas and evidence by naming the source from which they came |
| WC2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| M | P | NM | Summarizes the significance of the major ideas, concepts, and/or conclusions presented in paper |
| M | P | NM | Revisits thesis without restating it |
| M | P | NM | Provides an extension by addressing the importance of the essential argument, a call to action, etc. |
| M | P | NM | Makes reference back to introduction (hook, quote, idea etc.) |
| M | P | NM | Does not introduce new argument(s) or information |
| RE8 - 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. |
| M | P | NM | Summarizes ideas and concepts effectively |
| M | P | NM | Credits ideas and evidence appropriately, avoiding plagiarism |
| M | P | NM | Provides appropriately formatted *Works Cited* page  |

|  |
| --- |
| **Vocabulary** |
| GV6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| M | P | NM | Incorporates vocabulary words correctly and identifies them by highlighting or underlining them. |

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