

Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
Purpose/Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused: - controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas - effective introduction and conclusion - logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: - controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task - adequate use of transitional strategies with some variety to clarify the relationships between and among ideas - adequate introduction and conclusion - adequate progression of ideas from beginning to end; adequate connections between and among ideas	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: - controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task - inconsistent use of transitional strategies and/or little variety - introduction or conclusion, if present, may be weak - uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: - controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task - few or no transitional strategies are evident - introduction and/or conclusion may be missing - frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose
	The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language: - comprehensive evidence from sources is integrated; references are relevant and specific - effective use of a variety of elaborative techniques	The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language: - adequate evidence from sources is integrated; some references may be general - adequate use of some elaborative techniques	The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language: - some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague - weak or uneven use of elaborative techniques; development may consist primarily of source summary	The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing: - evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used - minimal, if any, use of elaborative techniques	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose
	vocabulary is clearly appropriate for the audience and purpose	vocabulary is generally appropriate for the audience and purpose	vocabulary use is uneven or somewhat ineffective for the audience and purpose	vocabulary is limited or ineffective for the audience and purpose	
	effective, appropriate style enhances content	generally appropriate style is evident	inconsistent or weak attempt to create appropriate style	little or no evidence of appropriate style	

Score	2	1	0	NS
Conventions	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	- Unintelligible - In a language other than English - Off-topic - Copied text

Creating an Illustrated Myth

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	The myth - describes a natural phenomenon and includes the idea of choice while cleverly teaching a lesson - skillfully uses story elements to engage the reader and lead to a satisfying resolution - includes vivid visuals that use effective symbolism for the ideas in the myth.	The myth - explains a natural phenomenon and teaches a lesson - uses story elements to hook the reader and create a satisfying resolution - includes visuals that connect the ideas in the myth.	The myth - does not explain a natural phenomenon or teach a lesson - is hard to follow and does not include sufficient narrative elements to aid the reader - includes few if any visuals to demonstrate the ideas in the myth.	The myth - does not tell about a natural phenomenon or teach a lesson - does not use narrative elements - has no visuals to support the myth or demonstrate ideas.
Structure	The myth - is well organized and clearly follows the plot structure of a story - uses transitions to skillfully guide the reader.	The myth - uses essential story elements and follows a plot structure - uses some transitions to move between ideas.	The myth - is not well organized and includes only some elements of plot structure - includes few, if any, transitions.	The myth - is disorganized and difficult to follow - does not follow plot structure - includes no transitions.
Use of Language	The myth - effectively uses figurative language and sensory details to vividly "show" the incident - has few or no errors in grammar, spelling, punctuation, or capitalization.	The myth - includes details to enhance the descriptions of characters and setting - contains few errors in grammar, spelling, punctuation, or capitalization, and they do not detract from meaning.	The myth - includes details that do not fit the story or descriptions that are not complete - contains mistakes in grammar, spelling, punctuation, and capitalization that detract from meaning.	The myth - describes details in confusing language - contains errors in grammar, spelling, punctuation, and capitalization that interfere with meaning.

Claim, Evidence, Reasoning Rubric				
	Exemplary 4	Proficient 3	Emerging 2	Not Yet Demonstrated 1
Claim	Makes an accurate and complete claim that answers the investigation question.	Makes an accurate but incomplete claim that answers the investigation question.	Makes an inaccurate claim. Does not answer the investigation question.	Does not make a claim.
Evidence	Provides appropriate and sufficient evidence to support claim. (3 supporting details used to show range of data).	Provides appropriate but insufficient evidence to support claim.	Provides inappropriate evidence. The evidence does not support the claim.	Does not provide evidence.
Reasoning	Provides reasoning that connects the evidence to the claim. Includes appropriate and sufficient scientific principles to explain why evidence supports claim.	Provides appropriate but incomplete reasoning. Does not account for all evidence.	Provides inappropriate reasoning.	Does not provide reasoning.

Heatherwood Science 2015-2016 ~ Science Action Item: Implement communication strategy that articulates the claim, evidence and reasoning. Places to implement Claim, Evidence, Reasoning communication in the curriculum.

6 th Grade DIVERSITY of LIFE	6 th Grade CATASTROPHIC EVENTS	6 th Grade ROCKS and MINERALS
Characteristics of Life – Pond Water Experiment <i>Is anything alive in pond water?</i> <i>Evidence Examples: Movement, Responds to Environment, Intake of Nutrients, Made of Cells</i>	Evaluating Heating of Earth's Surfaces Heating of Soil and Water Lab <i>How does the soil and water absorb and retain heat energy?</i>	Characteristics of Rocks Identify a mystery rock – Provide evidence to identify a rock – <i>What type of rock do you have?</i>
Characteristics of Life – Radish/Rye Seeds	Evaluating Heat Transfer Convection Currents Convection Currents Labs	

7 th Grade Populations and Ecosystems	7 th Human Body Systems	7 th Grade Earth and Space
Ecosystem Project Evaluation of Changes in an Ecosystem – <i>What factors effect changes in an ecosystem over time?</i>	Cellular Respiration Gather evidence from 3 labs on cellular respiration	Radiation from the Sun to Planets Radiometer Lab – Heat Energy from Sun and Planet's Distance from Sun
Consumer Levels in a Food Chain/Wed <i>If this organism is gone from the food web, what are the effects on the ecosystem?</i>	Digestive Enzymes Gather evidence from 3 labs on enzymes in the digestive system	
Genetics Adaptations/ Genotype/ Phenotype	Heart Rate/ Circulatory	

8 th Grade Properties of Matter	8 th Grade Energy, Machines, Motion
Density - Lesson 2 – <i>Do different substances have different densities?</i> - Lesson 3 - <i>What happens when we mix oil, water, and corn syrup?</i> - Lesson 4 – <i>Does air have density?</i>	Lesson 2 – Student developed question they have about batteries Lesson 18-20 Motion – <i>How can I improve the design of the mousetrap car to increase speed?</i>
Heat Energy - Lesson 5 – <i>How does a thermometer work?</i> - Lesson 6 – <i>Why do I feel cold when I touch metal?</i>	

Cite article name
Cite author

The author helps the reader empathize with the passengers on the Lusitania by telling the story through the eyes of a 12 year old girl who was on the ship. For instance "Elsie was filled with excitement" and "Elsie must have gazed in wonder" and also "Elsie, Frank, and their father fought panic as the ship started to list, wobble, shudder."

Concluding sentence

Commentary

Post-Assessment

Date _____

	4	3	2	1
Criteria	Exemplary	Proficient	Emerging	Incomplete
<u>Evidence</u> <i>Cites text evidence to support response</i>	Accurately cites multiple pieces of relevant text evidence in support of the response	Accurately cites relevant text evidence in support of the response	Cites vague and/or limited text evidence in support of the response and/or text evidence is cited inaccurately	Does not cite text evidence in support of the response
<u>Commentary</u> <i>Explains connection between text evidence and response</i>	Clearly and effectively explains the connection between the text evidence and response	Adequately explains the connection between the text evidence and response	Provides a vague and/or limited explanation of the connection between the text evidence and response	Does not explain the connection between the text evidence and response

Evidence Score _____/4

Commentary Score _____/4

Attack At Sea

Name the author and article in your answer

The author helps the reader empathize with the passengers on the Lusitania by ~~reading~~ writing about all these dramatic moments in the article. Also

by putting real emotion in and putting the girl Elsie in the story. An example is, "The torpedo slithered through the water like a speeding snake."

That example was a dramatic version of when the torpedo was heading towards ^{the} Lusitania.

Another example is on page 9 where it said, "The passengers shrieked." The author added that he was empathizing that they were really afraid, so they shrieked. My last example is on page

✓ 9. It said, "They could have ~~seen~~ hurt or killed in the fall." The author was ^{showing} empathizing that they could've been killed in the fall if they waited too long. So there are my examples of when

the author ~~was~~ ~~empathizing with~~ was writing the passengers in a way that influence the reader to empathize with the passengers, especially Elsie.