

Informational Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with 8th grade standards for informational writing.

	(1) Beginning	(2) Developing	(3) Proficient
Introduction	The topic is introduced; ideas, concepts, and information are somewhat organized.	The topic is introduced clearly; ideas, concepts, and information are organized using strategies such as definition, classification, comparison/contrast, and cause/effect.	The topic is introduced clearly and previews what is to follow; ideas, concepts, and information are organized into broader categories.
Text Features	Formatting or graphics, if included, do not aid comprehension of the topic.	Some formatting, graphics, and/or multimedia are included when useful to aid comprehension.	Formatting, graphics, and/or multimedia are effectively included when useful to aid comprehension.
Topic Development	Topic is developed with some relevant facts, concrete details, or other information and examples.	Topic is developed with relevant facts, definitions, concrete details, quotations, or other information and examples.	Topic is effectively developed with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Transitions	Some transitions are used to link ideas and concepts.	Appropriate transitions are used to clarify the relationships among ideas and concepts.	Appropriate and varied transitions are used to create cohesion and clarify the relationships among ideas and concepts.
Vocabulary	Very little precise language or domain-specific vocabulary is used to inform about the topic.	Some precise language and domain-specific vocabulary is used to inform about the topic.	Precise language and domain-specific vocabulary is used to inform about or explain the topic.
Style	A formal style was attempted in some parts of the text, or used inconsistently.	A formal style was maintained throughout most of the text.	A formal style appropriate to the audience and purpose was effectively established and maintained throughout the text.
Conclusion	The concluding statement or section is related to the information presented but does not follow directly.	The concluding statement or section follows directly from the information or explanation presented.	The concluding statement or section logically follows from and effectively supports the information or explanation presented.