

8<sup>th</sup> Grade Informative/Explanatory Essay Rubric  
Unit:

Name:  
Date:

Score:

	4=Mastering Standard	3=Meeting	2=Approaching	1=Below
Introduction W.8.2	<ul style="list-style-type: none"> <li>- The author introduces the topic clearly, previewing what is to follow in an interesting way.</li> <li>- Ideas, concepts, and information are organized into broader categories; including creative and relevant formatting, graphics, or multimedia.</li> </ul>	<ul style="list-style-type: none"> <li>- The author introduces the topic clearly, previewing what is to follow.</li> <li>- Ideas, concepts, and information are organized into broader categories; including formatting, graphics, or multimedia (when useful).</li> </ul>	<ul style="list-style-type: none"> <li>- The author tells what information will follow.</li> <li>- There are categories and sections of information; some graphics may have been included.</li> </ul>	<ul style="list-style-type: none"> <li>- The author does not provide a preview of the information in the essay.</li> <li>- The text is not formatted into categories or for text features.</li> </ul>
Main Idea & Details W.8.2	<ul style="list-style-type: none"> <li>-The author develops the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>-The author expands upon and explains each example.</li> </ul>	<ul style="list-style-type: none"> <li>-The author develops the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes facts, definitions, details, or quotations that are mostly related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes a few facts or details that are related to the topic; other information may be unrelated.</li> </ul>
Research & Knowledge W.8.9	<ul style="list-style-type: none"> <li>-The author draws a great deal of evidence from literary or informational texts to support deep analysis, thoughtful reflection, and research.</li> <li>-It is obvious the author applies Grade 8 Reading Standards to literary nonfiction and literature.</li> </ul>	<ul style="list-style-type: none"> <li>-The author draws evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>-There is evidence of the author applying Grade 8 Reading Standards to literary nonfiction and literature.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes evidence from literary or informational texts to support some ideas.</li> <li>-There is some evidence of the author applying Grade 8 Reading Standards to texts.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes little to no evidence from literary or informational texts.</li> <li>-There is little evidence of the author applying Grade 8 Reading Standards to texts.</li> </ul>
Conclusion W.8.2	<ul style="list-style-type: none"> <li>- There is a concluding statement or section that follows from, supports, and makes inferences about the ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>- There is a concluding statement or section that follows from and supports the ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>- There is a final statement that follows the ideas, or may be unrelated to the information.</li> </ul>	<ul style="list-style-type: none"> <li>- There is no final statement, or it does not follow or support the ideas.</li> </ul>
Craft & Style W.8.2	<ul style="list-style-type: none"> <li>-The author uses imaginative, appropriate, and varied transitions.</li> <li>-The author uses precise language and sophisticated domain-specific vocabulary.</li> <li>- The author establishes and maintains a formal, yet interesting, style.</li> </ul>	<ul style="list-style-type: none"> <li>-The author uses appropriate and varied transitions.</li> <li>-The author uses precise language and domain-specific vocabulary.</li> <li>- The author establishes and maintains a formal style.</li> </ul>	<ul style="list-style-type: none"> <li>-The author uses some transitions.</li> <li>-The author uses only basic or domain-specific vocabulary.</li> <li>- The author attempts to establish a formal style.</li> </ul>	<ul style="list-style-type: none"> <li>-The author does not include transitions.</li> <li>-The author uses basic vocabulary.</li> <li>- The author does not establish a formal style.</li> </ul>
Process W.8.5	<ul style="list-style-type: none"> <li>- There is significant evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop and perfect the writing.</li> </ul>	<ul style="list-style-type: none"> <li>- There is evidence of planning, revising, rewriting, editing, or trying a new approach in order to develop or strengthen the writing.</li> </ul>	<ul style="list-style-type: none"> <li>- There is some evidence of planning, revising, rewriting, or editing to develop the writing.</li> </ul>	<ul style="list-style-type: none"> <li>- There is little to no evidence of planning, revising, rewriting, or editing to develop the writing.</li> </ul>

**Student Goal:** [To be filled out **during a writing conference** with the teacher.]

Write the statement from the rubric that represents your goal.

Quality & Standard: \_\_\_\_\_ Level: \_\_\_\_\_

Statement: \_\_\_\_\_

**Teacher's Comments about the Writing:** [To be filled out **when grading** the student's writing piece.  
Should include a critique of the piece and whether or not the student reached his/her goal.]

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**Student Reflection:** [To be filled out **after** the piece is graded.]

What was your favorite part of this writing assignment? Why was that your favorite part?

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Did you reach your goal? If so, explain how. If not, explain what you still have to do to reach it.

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