

Leilehua High School

Literacy Across Curriculums Quality Circle

Common Writing Rubric (Resource Courses)

**Model based on the Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (<http://www.corestandards.org>)*

**Adopted by the State of Hawaii June 2010*

Anchor Standard 1: Text Types and Purposes

*Write arguments focused on discipline-specific content

	Exceeding Proficiency	Meeting Proficiency	Approaching Proficiency	Missing
a. Claim Introduction & Organization	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> introduce precise claim(s) <input type="checkbox"/> distinguish the claim(s) and alternate or opposing claims <input type="checkbox"/> create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence 	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> introduce claim(s) about a topic or issue <input type="checkbox"/> acknowledge and distinguish the claim(s) and alternate or opposing claims <input type="checkbox"/> organize reasons and evidence logically 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty introducing claim(s) about a topic or issue <input type="checkbox"/> does not address alternate or opposing claim(s) <input type="checkbox"/> reasoning or evidence is disorganized 	
b. Claim Development & Support	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop claim(s) and counterclaims fairly <input type="checkbox"/> supply data for each claim <input type="checkbox"/> point out the strengths and limitations for both claim(s) and counterclaims <input type="checkbox"/> develop claims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns 	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> support claim(s) with logical reasoning <input type="checkbox"/> utilize relevant and accurate data and evidence <input type="checkbox"/> demonstrate an understanding of the topic or text, using credible sources 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty supporting claim(s) with logical reasoning and <input type="checkbox"/> uses irrelevant and/or unreliable data <input type="checkbox"/> has difficulty demonstrating an understanding of the topic or text 	
c. Conclusion	<p>Student is ABLE to provide a concluding statement or section:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that follows from or supports the argument presented 	<p>Student provides a concluding statement or section:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that lacks clarity or does not support the argument being presented 	<p>Student provides a concluding statement or section:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that does not support or is disconnected from the argument presented 	

Anchor Standard 2: Text Types and Purposes

*Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

	Exceeding Proficiency	Meeting Proficiency	Approaching Proficiency	Missing
a. Topic Introduction & Organization	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> introduce a topic with clarity and relevancy to purpose <input type="checkbox"/> organize ideas, concepts, and information to make important connections and distinctions <input type="checkbox"/> include formatting, graphics and multimedia when useful to aiding comprehension 	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> introduce a topic clearly <input type="checkbox"/> organize ideas, concepts, and information into broader categories as appropriate to achieving purpose <input type="checkbox"/> include formatting, graphics, and multimedia when useful to aiding comprehension 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> topic lacks clarity <input type="checkbox"/> ideas, concepts, and information lacks organization and may be disconnected <input type="checkbox"/> if applicable, formatting, graphics, and multimedia used incorrectly 	
b. Topic Development & Support	<p>Student is ABLE to develop the topic by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> selecting well-chosen, relevant, and sufficient facts <input type="checkbox"/> using extended definitions <input type="checkbox"/> using concrete details <input type="checkbox"/> using quotations <input type="checkbox"/> adding other information and examples appropriate to the audience's knowledge of the topic 	<p>Student is ABLE to develop the topic by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> selecting well-chosen and relevant facts, <input type="checkbox"/> using definitions <input type="checkbox"/> using concrete details <input type="checkbox"/> adding quotations, other information and examples 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty developing the topic <input type="checkbox"/> misuses facts, definitions, details, quotations, or information and examples 	
c. Conclusion	<p>Student is ABLE to provide a concluding statement or section:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that follows from and supports the information or explanation provided 	<p>Student provides a concluding statement or section:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that lacks clarity or does not support the information or explanation provided 	<p>Student provides a concluding statement or section:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that does not support the information or explanation provided 	

Anchor Standard 3: Text Types and Purposes

*Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structures event sequences.

Anchor Standards 4 to 6: Production & Distribution of Writing

4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6: Use technology, including the internet, to produce and publish writing to interact and collaborate with others.

	Exceeding Proficiency	Meeting Proficiency	Approaching Proficiency	Missing
Standard 4	<p>Student is ABLE to:</p> <input type="checkbox"/> produce clear and coherent writing	<p>Student:</p> <input type="checkbox"/> writing may lack clarity but reasoning is sound	<p>Student:</p> <input type="checkbox"/> has difficulty writing in a clear and coherent manner	
	<input type="checkbox"/> produce writing in which the development, organization and style are appropriate to task, purpose, and audience	<input type="checkbox"/> writing is slightly disorganized	<input type="checkbox"/> writing is disorganized	
		<input type="checkbox"/> writing lacks relevancy to task, purpose, and audience	<input type="checkbox"/> writing is not appropriate to task, purpose, and audience	
Standard 5	<p>Student is ABLE to:</p> <input type="checkbox"/> develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	<p>Student is ABLE to:</p> <input type="checkbox"/> develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<p>Student:</p> <input type="checkbox"/> has difficulty developing writing through constant planning, revising, editing, rewriting, or trying a new approach	
Standard 6	<p>Student is ABLE to:</p> <input type="checkbox"/> use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically	<p>Student is ABLE to:</p> <input type="checkbox"/> use technology, including the internet, to produce, publish writing and present the relationships between information and ideas clearly and efficiently	<p>Student:</p> <input type="checkbox"/> has difficulty using technology, including the internet, to produce and publish writing that presents clear relationships between the information and ideas presented	

Anchor Standards 7 to 9: Research to Build and Present Knowledge

7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

	Exceeding Proficiency	Meeting Proficiency	Approaching Proficiency	Missing
Standard 7	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> conduct short as well as more sustained research projects to answer a question or solve a problem <input type="checkbox"/> narrow or broaden the inquiry when appropriate <input type="checkbox"/> synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation 	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> conduct short research projects to answer a question or solve a problem <input type="checkbox"/> drawing on several sources to support understanding <input type="checkbox"/> generating additional related, focused questions that allow for multiple avenues of exploration 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has difficulty conducting a short research project to answer a question or solve a problem, by using various sources to demonstrate understanding 	
Standard 8	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> gather relevant information from multiple print and digital sources <input type="checkbox"/> use advanced searches effectively <input type="checkbox"/> assess the usefulness of each source in answering the research question <input type="checkbox"/> integrate information into the text to maintain the flow of ideas <input type="checkbox"/> avoid plagiarism <input type="checkbox"/> follow a standard format for citation 	<p>Student is ABLE to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> gather information from a minimal amount of print and digital sources <input type="checkbox"/> use search terms effectively <input type="checkbox"/> assess the credibility and accuracy of each source <input type="checkbox"/> quote or paraphrase the data and conclusions of others while avoiding plagiarism <input type="checkbox"/> follow a basic outline for citation 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has trouble identifying relevant information from print and digital sources <input type="checkbox"/> uses search terms ineffectively or are irrelevant <input type="checkbox"/> uses sources that are inaccurate <input type="checkbox"/> plagiarism is present <input type="checkbox"/> does not use a standard format for citation 	
Standard 9	<ul style="list-style-type: none"> <input type="checkbox"/> Student is ABLE to draw evidence from informational texts to support analysis, reflection, and research 	<ul style="list-style-type: none"> <input type="checkbox"/> Student is ABLE to identify evidence from informational texts to support analysis, reflection, and research 	<ul style="list-style-type: none"> <input type="checkbox"/> Student is unable to or has trouble identifying evidence from informational texts to support analysis, reflection, and research 	

Anchor Standard 10: Range of Writing

*Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

*To be applied in tandem with other Standards.