

8th Grade Informative/Explanatory Descriptors

Name:
Date:

	4-Mastering Standard	3-Meeting	2-Approaching	1-Below
Introduction (W.1)	<ul style="list-style-type: none"> - The author introduces the topic clearly, providing what is to follow in an interesting way. - Ideas, concepts, and information are organized into broader categories; including creative and relevant formatting, graphics, or multimedia. 	<ul style="list-style-type: none"> - The author introduces the topic clearly, providing what is to follow. - Ideas, concepts, and information are organized into broader categories; including formatting, graphics, or multimedia (when useful). 	<ul style="list-style-type: none"> - The author follows what information will follow. - There are categories and sections of information; some (graphics may have been included). 	<ul style="list-style-type: none"> - The author does not provide a preview of the information in the essay. - The text is not formatted into categories or for text features.
Main Text (W.2)	<ul style="list-style-type: none"> - The author develops the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples. - The author expands upon and explains each example. 	<ul style="list-style-type: none"> - The author develops the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples. 	<ul style="list-style-type: none"> - The author includes facts, definitions, details, or quotations that are mostly related to the topic. 	<ul style="list-style-type: none"> - The author includes a few facts or details that are related to the topic; other information may be unrelated.
Reason & Evidence (W.3)	<ul style="list-style-type: none"> - The author draws a great deal of evidence from literary or informational texts to support deep analysis, thoughtful reflection, and research. - It is obvious the author applies Grade 8 Reading Standards to literary reflection and literature. 	<ul style="list-style-type: none"> - The author draws evidence or from literary or informational texts to support analysis, reflection, and research. - There is evidence of the author applying Grade 8 Reading Standards to literary reflection and literature. 	<ul style="list-style-type: none"> - The author includes evidence from literary or informational texts to support some ideas. - There is some evidence of the author applying Grade 8 Reading Standards to texts. 	<ul style="list-style-type: none"> - The author includes little to no evidence from literary or informational texts. - There is little evidence of the author applying Grade 8 Reading Standards to texts.
Conclusion (W.4)	<ul style="list-style-type: none"> - There is a concluding statement or section that follows from, supports, and makes inferences about the ideas or information. 	<ul style="list-style-type: none"> - There is a concluding statement or section that follows from and supports the ideas or information. 	<ul style="list-style-type: none"> - There is a final statement that follows the ideas, or may be unrelated to the information. 	<ul style="list-style-type: none"> - There is no final statement, or it does not follow or support the ideas.
Content Style (W.5)	<ul style="list-style-type: none"> - The author uses imaginative, appropriate, and varied transitions. - The author uses precise language and sophisticated domain-specific vocabulary. - The author establishes and maintains a formal, yet interesting, style. 	<ul style="list-style-type: none"> - The author uses appropriate and varied transitions. - The author uses precise language and domain-specific vocabulary. - The author establishes and maintains a formal style. 	<ul style="list-style-type: none"> - The author uses some transitions. - The author uses only basic or domain-specific vocabulary. - The author attempts to establish a formal style. 	<ul style="list-style-type: none"> - The author does not include transitions. - The author uses basic vocabulary. - The author does not establish a formal style.
Process (W.6)	<ul style="list-style-type: none"> - There is significant evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop and perfect the writing. 	<ul style="list-style-type: none"> - There is evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop or strengthen the writing. 	<ul style="list-style-type: none"> - There is some evidence of planning, revising, editing, or writing to develop the writing. 	<ul style="list-style-type: none"> - There is little to no evidence of planning, revising, editing, or writing to develop the writing.