

Teachers College Reading and Writing Project: Eighth Grade Informational Reading/Argument Writing Performance Assessment Rubric

Reading Rubric Scoring Guide:

You may decide to score all of the responses to texts (Task 1 and Task 2). If so, average the score points for a final reading score. You may decide to score only the response to the last text (Task 2). If so, use the score for this response as a final reading score. In a post-assessment, use the same approach to achieve comparable results.

8th Reading Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective
R. Standard 8.1							
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.							
	Attempts to refer to source material; demonstrates misunderstanding of the source material or questions. Or provides very little or no text evidence across all responses.		Refers to textual evidence from source(s), demonstrating mostly accurate comprehension of the source material. Most of the evidence is clearly relevant to the prompt. Provides some analysis of how the evidence supports an idea in the text.		Cites relevant pieces of textual evidence, demonstrating a selective and critical reading of the source material. Explains why the selected evidence strongly supports a claim in the text. Cites a combination of explicit and implicit evidence.		Cites the strongest textual evidence from the source material, demonstrating selective and critical reading. Offers somewhat elaborated analysis of explicit and implicit evidence from the text. Demonstrates a critical lens, analyzing not only the evidence itself, but also how that evidence is presented and the effect of that authorial choice.

8th Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective
W. Standard 8.1							
Write arguments to support claims with clear reasons and relevant evidence.							
Position	Attempts to take a position on a topic; the position is either unclear or disconnected from the topic. Does not refer to alternate or opposing claims.		Takes a position on a topic that may waiver at times, especially when presenting possible counter-claims. Mentions a possible alternate position or counter-claim.		Takes a clear position on a topic. Discusses counter-claim(s), demonstrating to the reader that the chosen position is based on more authoritative evidence than alternate positions.		Establishes a credible and generally convincing position on a topic. Acknowledges counter-claim(s) and associated evidence, while making clear the relative strength of the stated position.

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W. Standard 8.1 Write arguments to support claims with clear reasons and relevant evidence.							
Structure: Introduces topic; Provides a concluding statement	Jumps directly into making a claim or discussing evidence without an introduction to the topic. Provides a conclusion that does not connect to the central claim or ends the piece without a concluding section.		Introduces the topic: the introduction may be too brief or distract from the central claim of the rest of the piece. In a concluding statement, confirms the writer’s chosen position on the topic.		Offers a thoughtful introduction to the topic: provides an overview, but also clearly sets up the writer’s stated position. In a concluding statement, reviews the larger argument, including opposing views, but highlights evidence that supports the writer’s position.		Provides an accurate and insightful introduction to the topic, offering necessary context for the reader along with angled evidence pointing to a position. In a concluding statement, demonstrates an understanding of the heart of the argument: presents the reader with insight into why the position on this topic matters.
Structure: Creates an organizational structure	Shows little overall organization or planning of the flow of the argument.		Creates an organizing structure, but that structure breaks down at times. The organization of reasons and evidence lacks consistency or purpose.		Organizes the essay to clearly demonstrate the strength of the writer’s position. Orders the supporting paragraphs and related evidence so that the counter-argument does not distract.		There is purposeful organization within each part of the essay, including the order of lines of thinking (including citations and acknowledgement of other views), and the placement of all evidence.
Structure: Transitions	Lacks transitional phrases or uses only lowest level transitions such as “also”.		Uses some transitional phrases to help the reader understand the writer’s position versus the counter-argument(s).		Makes clear transitions between lines of thinking – position and counter-argument; and between pieces of evidence and the analysis of that evidence.		Uses transitions which make clear the relationship of cited sources to each other and to the writer’s own claim. Uses phrases such as <i>in accordance with, in conjunction with, similar to, by contrast.</i>

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W. Standard 8.1 Write arguments to support claims with clear reasons and relevant evidence.							
Development: Elaboration	Includes almost no evidence or only includes evidence based on personal experience or unverified sources. Does not make connections from evidence to central claim, or attempts connections that do not make sense.		Includes mostly information from authoritative sources rather than evidence based on personal experience. Explains some details and examples and offers some analysis of their support for the position the writer has taken up; or in the case of counter-argument, why this evidence, or its source, is not convincing.		Includes valid and diverse sources and attempts to analyze the relevance and validity of these sources, including how they persuade their audience. Includes evidence supporting the writer’s and other positions; writes to explain the relative strengths and weaknesses of this evidence.		Provides sufficient sources and evidence to fully support the stated position. Analyzes the relevance and validity of sources for and against the stated position.
Language Conventions	Attempts to use standard English conventions, but errors in usage get in the way of the reader’s understanding. Does not cite sources. Writes in an informal tone throughout.		Demonstrates some command of standard English conventions, making some errors. Inconsistently cites sources. The writer’s tone is mostly formal.		Uses mostly accurate citation, and uses punctuation to clarify and emphasize quotations and to enhance meaning. The writer maintains an academic tone.		Cites sources using appropriate format with only minor errors. Demonstrates a command of standard English conventions and cohesion, with few errors. Uses language and tone appropriate to the audience and purpose.
R. Standard 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.							
Development: Reading/Research	Attempts to refer to source material; demonstrates misunderstanding of the source material or consistently inappropriate placement of that material within the writer’s argument.		Refers to textual evidence from source(s), demonstrating mostly accurate comprehension of the source material. Some evidence seems out of place within the writer’s argument or is not explained.		Mostly cites strong pieces of textual evidence, demonstrating a selective and critical reading of the source material. Explains why the selected evidence strongly supports the writer’s chosen position; and why alternate evidence is not convincing.		Cites the strongest textual evidence from the source material, demonstrating selective and critical reading. Offers somewhat elaborated analysis of explicit and implicit messages from the source texts as a support for the argument.

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Writing Rubric Scoring Guide – for scoring Task 3:

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category “Development: Elaboration,” double the points and record in the box to the right, as indicated by the “x 2.” This is because elaboration counts more towards the overall success of the piece than other individual categories.

Finding an overall Reading/Writing Scaled Score:

- Add the total points from the reading and writing rubrics to come up with a raw score. Use the following table to calculate a scaled score:

Total Points	Scaled Score
1-9	1
9.5-13.5	1.5
14-18	2
18.5-22.5	2.5
23-27	3
27.5-31.5	3.5
32-36	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in the scaled score.**