



# INFORMATIONAL WRITING

## SCORING RUBRICS

- Focus
- Organization
- Support
- Elaboration
- Style
- Conventions

# •NOTETAKING TIPS

Like any other skill, taking good notes requires practice.

- ❑ Label and date your notes.
- ❑ Bullet, star, or number each new idea.
- ❑ Underline or highlight key word, terms, and phrases.
- ❑ Reread your notes to check for clarity, completeness, and accuracy.



# • SCORING CRITERIA... FOCUS

Focus: Directing your attentions to a particular point.

- ❑ Focus in writing is the writer's ability to direct the audience's attention to a topic or subject.
- ❑ Your thinking map's parts should all relate directly to the subject/ topic.
- ❑ Focus helps the reader to not be confused.
- ❑ You must have the audience see your point clearly.



# • SCORING CRITERIA... FOCUS

Focus: Directing your attentions to a particular point.

- ❑ You stay on topic.
- ❑ Every sentence must relate to the main topic.
- ❑ You must maintain that focus throughout the entire piece of writing.
- ❑ Do not retreat or stray from the subject/topic.
- ❑ Your topic should not be too broad or general, or the focus will seem weakened.



# • **SCORING RUBRIC... FOCUS**

Focus: Directing your attentions to a particular point.

- ❑ You mention the key words of the prompt in your thesis or topic sentence.
- ❑ Each paragraph within your writing has a main idea that relates back to the topic.
- ❑ You have included no stray information.



## • SCORING RUBRIC... ORGANIZATION

- ❑ Your writing must have a clear beginning, middle and end.
- ❑ Each paragraph must use a topic sentence and a concluding sentence.
- ❑ Support sentences must use transitions to “link” together ideas, which improves how smoothly the reader can follow the writing.



## • SCORING RUBRIC... ORGANIZATION

- ❑ The content of the writing must be in a logical order that is appropriate for the topic.
- ❑ Some types of order are these: chronological order, spatial order, cause/effect, and order of importance.



# SCORING RUBRIC... ORGANIZATION

- ❑ “Progression” is how well your writing “flows” from each idea to the next.
- ❑ Your writing should not seem “out of order.”
- ❑ “Completion” is the degree to which your written response has all its needed parts.





# SCORING RUBRIC... SUPPORT & ELABORATION

- ❑ “Support and Elaboration” is the extension (continuation) and development of the topic/subject.
- ❑ Your job is to provide sufficient (enough) elaboration to present the ideas or events clearly.



# SCORING RUBRIC... SUPPORT & ELABORATION

## Relatedness and Sufficiency

- ❑ How do I know if my **details** are **supportive**?
- ❑ To be **supportive** of the subject/topic, your **details** must be **related** to your response's **topic**.



# SCORING RUBRIC... SUPPORT & ELABORATION

- ❑ **Relatedness** has to do with the directness of the relationship that the writer establishes between the information and the subject matter.
- ❑ Supporting details should be relevant and clear.
- ❑ Using concrete, specific details strengthens the writing.



# SCORING RUBRIC... SUPPORT & ELABORATION

- ❑ **Insufficiency** is a lack of adequate support and elaboration.
- ❑ Examples of this are the following:
  - Undeveloped details
  - Redundancy (repeating yourself)



# SCORING RUBRIC... SUPPORT & ELABORATION

□ **Sufficiency** of support is achieved by the following:

- Drawing support from the resources provided.
- Your experiences
- Your observations
- What you have learned through your own reading.



# SCORING RUBRIC... STYLE

□ **“Style”** is the control of language to make it appropriate for these three factors:

- Purpose: What is the author’s purpose for the assignment?
- Audience: Who is the writing intended for?
- Context: What situation is the writing part of?



# SCORING RUBRIC... STYLE

## Knowing your purpose:

- ❑ What purpose do I hope to achieve?
- ❑ What should I say to achieve my purpose?
- ❑ What is my writing trying to accomplish?
  - Change a law or school policy
  - Persuade peers to take action
  - Inform people about the harmful effects of a particular topic (dropping out, too much tv).



# SCORING RUBRIC... STYLE

## Knowing your audience:

- ❑ Who is the audience, according to the prompt? (not the graders)
- ❑ In real life, who would read the writing?
- ❑ As writers, we change the way we write according to our audience.
- ❑ Examples of audiences:
  - Your friends, a graduating class
  - A county council, the local newspaper
  - Principal, PTA, \* school newspaper, A school board
  - Family
  - Business owner





# SCORING RUBRIC... STYLE

## Knowing your context:

- ❑ All writing is part of a situation.
- ❑ It's a response prompted by a desire inside yourself or by an outside force:



# SCORING RUBRIC... STYLE

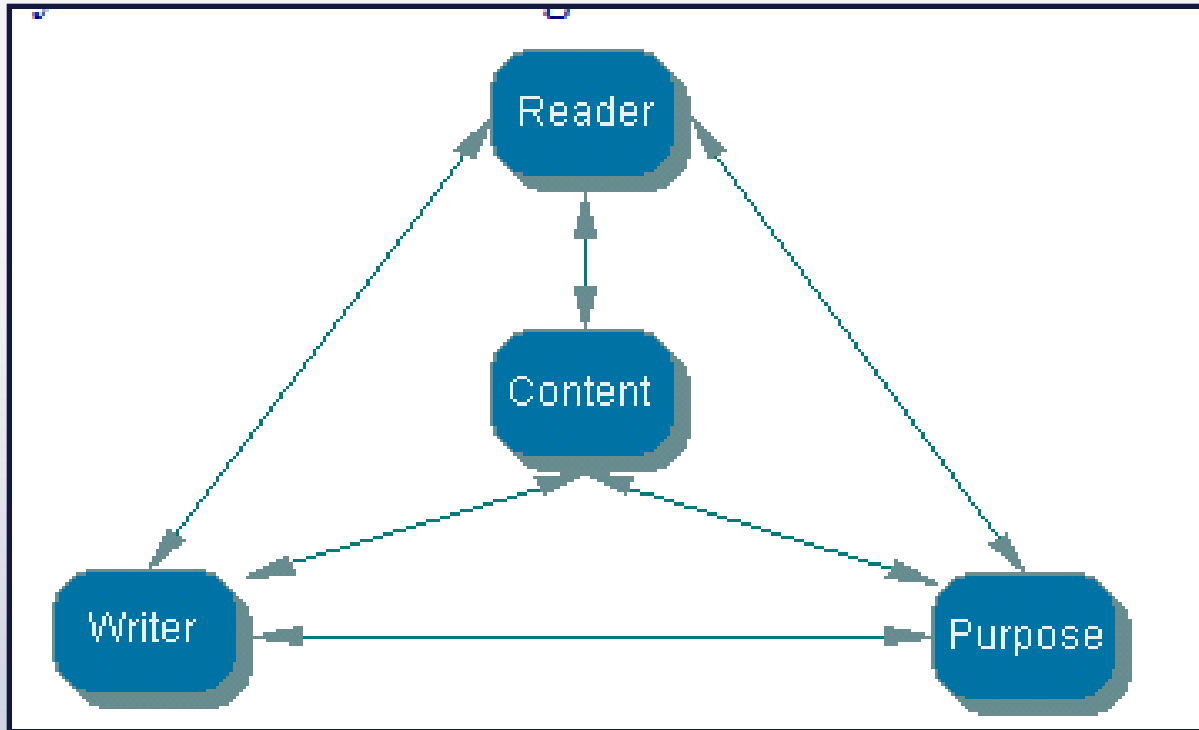
## Knowing your context:

- ❑ Responding well to the writing context means seeing from multiple viewpoints.
- ❑ What sort of writer will my audience perceive me to be?
- ❑ Will the audience be sympathetic, resistant, indifferent?



# SCORING RUBRIC... STYLE

## The Elements at Work when you write



- Will the audience view your topic the way you do?
- What kinds of information should I use to achieve my purpose?



# SCORING RUBRIC... CONVENTIONS

The N.C. writing rubric measures these skills for “Conventions”

- **Sentence formation:** Write only complete sentences, not sentence fragments or run-on sentences.
- **Usage:** Two areas: Use verbs and pronouns correctly
  - ✓ Subject/Verb agreement
  - ✓ Pronoun/antecedent agreement
- **Mechanics:** Three areas
  - ✓ Spelling
  - ✓ Punctuation
  - ✓ Capitalization

