

Quote Sandwich Rubric for Informational Text

	Score Point 4 Exceeds the Standard	Score Point 3 Meets the Standard	Score Point 2 Approaching the Standard	Score Point 1 Not at Standard	Score Point .5 Little evidence
Conventions: Applying rules of grammar, usage, and mechanics	<ul style="list-style-type: none"> -Demonstrates mastery of spelling, punctuation, and capitalization. -Variety of sentence structure. -Consistent use of rich vocabulary. -Contains few or no errors. 	<ul style="list-style-type: none"> -Demonstrates control of spelling, punctuation, and capitalization. -Some sentence variety. -Occasional use of rich vocabulary. -May contain minor errors. <p><i>W-9</i></p>	<ul style="list-style-type: none"> -May contain some errors in spelling, punctuation, and capitalization. -Some attempt at sentence variety. -Limited use of rich vocabulary. -Some intrusive errors exist. 	<ul style="list-style-type: none"> -Contains many errors in spelling, punctuation, and capitalization. -Lacks sentence variety. -Lacks rich vocabulary. -Many intrusive errors exist. 	<ul style="list-style-type: none"> -Contains excessive intrusive errors.
Criteria	<ul style="list-style-type: none"> - Focus statement (includes title and author of text) that insightfully addresses the prompt. -Context clearly and creatively sets up the quote. -Shows creativity, clarity, and/or insightfulness in the reference(s) to the text and selection of quote(s). -Direct quotes are cited (page#). -Creatively returns back to focus to prove quote. -In explaining the value of the quote, ideas are elaborated effectively using striking imagery and metaphors. *Meets all criteria of score point 3 	<ul style="list-style-type: none"> -Clear focus statement (includes title and author/editor of text) that specifically addresses the prompt. -Context clearly sets up the quote and is developed to interpret or analyze some aspect of the text (persuasive argument, claim, research, etc.) -Reference(s) to the text and selection of quote(s) support the focus statement. - Direct quotes are cited (page#). -Returns back to focus to prove the quote. -In explaining the value of the quote, ideas are elaborated effectively using specific details. <p><i>W-1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4</i> <i>R-6.1, 16.1, 16.2</i></p>	<ul style="list-style-type: none"> -Attempts to create a focus statement (may or may not contain the title and author of text) that addresses the prompt. -Minimal context is developed. -Reference(s) to the text and selection of quote(s) may not clearly support the focus statement. -Direct quotes may not be cited correctly. -Returns back to focus, but does not strongly and/or clearly prove the quote. -In explaining the value of the quote, ideas show minimal elaboration. -Lacks a strong explanation of the value of the quote. 	<ul style="list-style-type: none"> -Does not state title and author of text. -Context is unclear. -Quote does not relate to the focus statement. -No citation. -Does not return back to focus. -Does not explain the value of the quote. 	<ul style="list-style-type: none"> - Does not have a focus sentence -No quotation -Sense of purpose unclear.