

**DOCUMENTED ANALYSIS OF MEDIA
EIGHTH GRADE RESEARCH WRITING RUBRIC – CONTENT**

LEVEL	THESIS	EVIDENCE/SUPPORT	UNITY	ORGANIZATION
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • States the central idea of the analysis (thesis) clearly in the introduction • Develops the thesis consistently throughout the document 	<ul style="list-style-type: none"> • Uses three or more varied sources of current information • Provides sufficient support to fully develop the thesis • Presents information that is accurately stated, relevant, and reliable • Uses summarization, paraphrasing, and quotations appropriately 	<ul style="list-style-type: none"> • Synthesizes information effectively • Provides a balance of fact and opinion or analysis • Presents no distracting information • Interrelates and effectively handles the similarities and differences among the sources 	<ul style="list-style-type: none"> • Presents a three part paper with an effective introduction, informative support, and a conclusion • Reflects a logical progression of ideas and evidence supporting the thesis • Uses transitions accurately and appropriately to connect ideas • Provides a conclusion with no distracting information to digress from the thesis and which explains a decision or new understanding
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • States the thesis broadly in the introduction • Develops the thesis somewhat throughout the document 	<ul style="list-style-type: none"> • Uses three similar, mostly current, accurate, and relevant sources from which to base analysis • Provides adequate information to support the thesis • Uses summarization, paraphrasing, and quotations adequately to support the thesis 	<ul style="list-style-type: none"> • Synthesizes information adequately • Provides an adequate balance of facts with opinion/analysis • Presents little distracting information • Adequately interrelates the similarities and differences among sources 	<ul style="list-style-type: none"> • Presents an adequate introduction, body with supporting evidence, and a conclusion • Provides a generally logical and planned progression of ideas and evidence supporting the thesis • Uses some transitions correctly • Provides a conclusion with some distracting

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3 REASONABLE CONTROL (CONTINUED)				information which digresses from the thesis, but which adequately explains a decision or new understanding
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Suggests an unstated thesis or gives competing ideas that detract from a clear statement of thesis • Develops the central idea inconsistently 	<ul style="list-style-type: none"> • Uses fewer than three similar or inappropriate sources of information • Provides inadequate support to develop the thesis • Presents some irrelevant or inaccurately stated information which distracts the reader from the central idea • Over-uses summarization, paraphrasing, and quotations 	<ul style="list-style-type: none"> • Presents information as more of a list with facts and opinions not woven together • Presents some distracting information • Relates some information to the thesis, but handles the similarities or differences among sources ineffectively 	<ul style="list-style-type: none"> • Presents an inadequate introduction, a body with many lapses in development, and a weak, simply stated conclusion • Presents much information as separate, unconnected facts • Uses few transitions to connect ideas, or uses them incorrectly • Provides a conclusion with distracting information which digresses from the thesis and/or does not explain a decision or new understanding
1 LITTLE OR NO CONTROL	<ul style="list-style-type: none"> • Demonstrates no clear topic/thesis statement, leaving no apparent position to be developed • Discusses many ideas with limited focus or analysis 	<ul style="list-style-type: none"> • Uses too few or uses primarily inappropriate sources • Provides information randomly and not in direct support of the thesis, or there is too little information used in support of the thesis • Presents much irrelevant, unreliable, or inaccurate information 	<ul style="list-style-type: none"> • Provides no evidence of analysis in the writing; information rambles • Presents much distracting information • Relates almost no information to the thesis, and does not address similarities or differences among sources 	<ul style="list-style-type: none"> • Does not provide a three part paper with an introduction, body, and conclusion • Presents information at random causing the reader difficulty in following a logical progression of thought • Lacks transitions between paragraphs or ideas

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1 LITTLE OR NO CONTROL (CONTINUED)		<ul style="list-style-type: none">• Shows little evidence of analysis with information mostly quoted or copied		<ul style="list-style-type: none">• Provides no clear organizational structure
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**DOCUMENTED ANALYSIS OF MEDIA
EIGHTH GRADE RESEARCH WRITING RUBRIC – STYLE**

LEVEL	VOCABULARY	AUDIENCE AWARENESS /PURPOSE	SENTENCE VARIETY
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses vocabulary that is precise and unique to the specific content area or topic of the writing • Uses a well selected vocabulary to convince the reader to support the writer’s position/central idea 	<ul style="list-style-type: none"> • Relates to a specific audience with the clear purpose of convincing it to support the central idea • Demonstrates a distinct and consistent tone appropriate for content and research writing • Demonstrates strong voice through sustained interest in the topic • Uses third person point of view throughout the writing 	<ul style="list-style-type: none"> • Constructs sentences that are clear, correct, and of varying lengths • Constructs sentences appropriate in complexity to or above grade level
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • Uses less precise vocabulary, not as reflective of content area or topic knowledge • Uses a generally well selected vocabulary to convey meaning and convince the reader to support the writer’s position/central idea 	<ul style="list-style-type: none"> • Relates to an audience less clearly the purpose of the writing to convincingly support the central idea • Demonstrates an appropriate but less consistent tone • Demonstrates some voice through appropriate and adequate interest in the topic • Uses third person point of view throughout most of the paper 	<ul style="list-style-type: none"> • Constructs sentences that are correctly written; some attempts in complexity may be evident • Constructs sentences on or adequate to grade level
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses general vocabulary, not specific to the content area or topic • Conveys meaning when vocabulary is used appropriately, but the vocabulary choices do not generally convince the reader to support the central idea 	<ul style="list-style-type: none"> • Does not relate to an audience or has no clear purpose • Tone is not sustained or effective • Demonstrates a voice which appears neutral or somewhat disinterested in the topic • Uses an inconsistent point of view throughout most of the paper 	<ul style="list-style-type: none"> • Constructs mainly simple sentences with some errors; any attempts in complexity appear awkward • Constructs sentences inadequate to grade level

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<p style="text-align: center;">1 LITTLE OR NO CONTROL</p>	<ul style="list-style-type: none">• Uses little or no vocabulary specific to the content area or topic of writing, or the vocabulary is incorrectly used• Conveys little meaning because vocabulary is confusing and inadequately supports the writer’s central idea	<ul style="list-style-type: none">• Shows little awareness of audience or purpose beyond presenting any information• Reflects little or no control of tone• Demonstrates little interest in the topic so voice is not recognizable• Fluctuates point of view among first, second, and third person throughout the paper	<ul style="list-style-type: none">• Uses no variety in sentence structure• Constructs sentences not appropriate to grade level
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**DOCUMENTED ANALYSIS OF MEDIA
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LEVEL	SENTENCE FORMATION	MECHANICS	USAGE
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • Consistently writes complete sentences, using standard word order and subordination 	<ul style="list-style-type: none"> • Consistently uses correct capitalization, spelling, punctuation, division of words, and indentation appropriate for the grade level 	<ul style="list-style-type: none"> • Uses correct, standard grammar appropriate for the grade level
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • Generally writes complete sentences, using standard word order and subordination; errors do not interfere with the meaning of the writing 	<ul style="list-style-type: none"> • Makes occasional errors in capitalization, spelling, punctuation, division of words, and indentation that do not distract from the flow of the writing 	<ul style="list-style-type: none"> • Makes occasional errors in grammar which are minimally distracting to the reader
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Makes frequent errors including fragments and run-ons; errors begin to interfere with the meaning of the writing 	<ul style="list-style-type: none"> • Makes frequent errors in capitalization, spelling, punctuation, division of words, and indentation which begin to distract from the flow of the writing 	<ul style="list-style-type: none"> • Makes frequent errors in grammar which begin to distract the reader
1 LITTLE OR NO CONTROL	<ul style="list-style-type: none"> • Run-ons, sentence fragments, or other sentence formation errors make the writing difficult to read 	<ul style="list-style-type: none"> • Makes numerous errors in capitalization, spelling, punctuation, division of words, and indentation making understanding of the writing difficult 	<ul style="list-style-type: none"> • Displays little or no understanding of correct grammar usage

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LEVEL	DOCUMENTATION	FORMAT OF PAPER
4 CONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses correct MLA documentation consistently to credit information from multiple sources within the paper and to create a works-cited page 	<ul style="list-style-type: none"> • Presents a neat and legible paper • Follows required MLA title, body, and works cited page formatting, including correct page numbering
3 REASONABLE CONTROL	<ul style="list-style-type: none"> • Uses MLA format with few errors to credit information from multiple sources within the paper and to create a works-cited page 	<ul style="list-style-type: none"> • Presents a reasonably neat and legible paper • Follows required MLA title, body, and works cited page formatting generally well, including correct page numbering
2 INCONSISTENT CONTROL	<ul style="list-style-type: none"> • Uses MLA documentation with many errors for crediting sources and creating a works-cited page 	<ul style="list-style-type: none"> • Presents a paper that is difficult to read • Makes several errors in required MLA formatting and page numbering
1 LITTLE OR NO CONTROL	<ul style="list-style-type: none"> • Uses little or no documentation 	<ul style="list-style-type: none"> • Presents a paper that is very difficult to read • Does not follow required formatting or page numbering