

## Informative-Explanatory Writing Rubric (grades 7-12)

	<b>Statement of Purpose/Focus</b>	<b>Organization</b>	<b>Elaboration of Evidence</b>	<b>Language and Vocabulary</b>	<b>Conventions</b>
<b>5</b> An essay in this category demonstrates clear and consistent mastery, although it may have a few minor errors	The response is fully sustained and consistently and purposefully focused: <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	The response has a clear and effective organizational structure creating unity and completeness: <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> </ul>	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, and relevant</li> <li>effective use of a variety of elaborative techniques</li> </ul>	The response clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	The response demonstrates a strong command of conventions: <ul style="list-style-type: none"> <li>few, if any, errors are present in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
<b>4</b> An essay in this category demonstrates reasonably consistent mastery, although it may have occasional errors or lapses in quality	The response is fully sustained and consistently and purposefully focused: <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, well-stated, and maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated within the context</li> </ul>	The response has a clear and effective organizational structure creating unity and completeness: <ul style="list-style-type: none"> <li>consistent use of a variety of transitional strategies</li> <li>general progression of ideas from beginning to end</li> <li>effective introduction and conclusion</li> </ul>	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: <ul style="list-style-type: none"> <li>use of evidence from sources is somewhat integrated, relevant, and concrete</li> <li>uses a variety of elaborative techniques</li> </ul>	The response clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is appropriate for the audience and purpose</li> </ul>	The response demonstrates a strong command of conventions: <ul style="list-style-type: none"> <li>some errors are present in usage and sentence formation</li> <li>consistent use of punctuation, capitalization, and spelling</li> </ul>
<b>3</b> An essay in this category demonstrates adequate mastery, although it will have lapses in quality.	The response is adequately sustained and generally focused: <ul style="list-style-type: none"> <li>focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>some context for the controlling idea or main idea of the topic is adequate</li> </ul>	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> </ul>	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul>	The response adequately expresses ideas, employing a mix of precise with more general language <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> <li>some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>
<b>2</b> An essay in this category demonstrates developing mastery, and is marked by ONE OR MORE of the above weaknesses	The response is somewhat sustained and may have a minor drift in focus: <ul style="list-style-type: none"> <li>may be clearly focused on the controlling or main idea, but is insufficiently sustained</li> <li>controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>	The response has an inconsistent organizational structure, and flaws are evident: <ul style="list-style-type: none"> <li>inconsistent use of transitional strategies with little variety</li> <li>uneven progression of ideas from beginning to end</li> <li>conclusion and introduction, if present, are weak</li> </ul>	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: <ul style="list-style-type: none"> <li>evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>weak or uneven use of elaborative techniques</li> </ul>	The response expresses ideas unevenly, using simplistic language: <ul style="list-style-type: none"> <li>use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul>	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> <li>frequent errors in usage may obscure meaning</li> <li>inconsistent use of punctuation, capitalization, and spelling</li> </ul>
<b>1</b> An essay in this category demonstrates little mastery, and is flawed by ONE OR MORE of the above weaknesses	The response may be related to the topic but may provide little or no focus: <ul style="list-style-type: none"> <li>may be very brief</li> <li>may have a major drift</li> <li>focus may be confusing or ambiguous</li> </ul>	The response has little or no discernible organizational structure: <ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> <li>frequent extraneous ideas may intrude</li> </ul>	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: <ul style="list-style-type: none"> <li>use of evidence from the source material is minimal, absent, in error, or irrelevant</li> </ul>	The response expression of ideas is vague, lacks clarity, or is confusing: <ul style="list-style-type: none"> <li>uses limited language or domain-specific vocabulary</li> <li>may have little sense of audience and purpose</li> </ul>	The response demonstrates a lack of command of conventions: <ul style="list-style-type: none"> <li>errors are frequent and severe and meaning is often obscure</li> </ul>

## Informative-Explanatory Writing Rubric (grades 7-12)

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

### Informative-Explanatory Writing Standard

Grade 7 Students	Grade 8 Students	Grades 9-10 Students	Grades 11-12 Students
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic <b>or thesis statement</b> clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>2. Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b>, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic <b>or thesis statement</b>; clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic <b>or thesis statement</b>; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic <b>or thesis statement</b>; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>