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| **Informational/Explanatory Writing Rubric**  **Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_ Total Points\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_ Overall Grade:\_\_\_\_\_** | | | | | | |
| **Traits** | **Point Scale** | | | |  |  |
|  | **0** | **1** | **2** | **3** | **4** | **Score** |
| Conclusion  Precise  Language  Organization  Transitions  Introduction  *[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]* | * Blank * **No introduction** | * Topic is unclear/ or not introduction | * **Attempts** to introduce the topic | * Introduces the topic | * **Effectively** introduces topic |  |
| * Response is completely **irrelevant** to topic | * Is **too brief** to group any related ideas together. | * **Ineffectively** organizes ideas, concepts, and information. | * **Generally** organizes ideas, concepts and information | * **Effectively** organizes ideas, concepts, and information using various organizational strategies. |  |
| * **Doesn’t use** transitional words to convey information | * May **not use any linking words** to connect ideas. | * Uses **few** transitions to connect and clarify relationships among ideas. | * Uses **some** transitions to connect and clarify ideas but relationships may not always be clear | * **Effectively** uses appropriate transitions to create cohesion and clarify ideas. |  |
| * **Copied** from the text | * Uses **vague, ambiguous**, or **repetitive** language that does not inform or explain the topic. | * Uses **limited** language and vocabulary that does not inform or explain the topic. | * Uses **some** precise language and domain specific vocabulary to inform or explain the topic | * Uses **precise** language and domain-specific vocabulary to inform or explain the topic.. |  |
| * **Doesn’t have** a concluding statement or section | * Provides a **minimal** concluding statement   (Now you know about …) | * Provides a **weak** concluding statement or section   (As you can see…) | * Provides a concluding statement. | * Provide a **strong** conclusion statement. |  |
| **Supporting Details:**  Facts, details, examples from credible sources | * The student merely **copies** the text in the prompt from the passage (s) | * **Does not** develop the topic. | * Attempts to develop the topic with **too few** details. | * Develops the topic with a **few** facts, definitions, concrete details, quotations, or other information and examples. | * Effectively develops the topic with **multiple**, relevant facts, definitions, concrete details, quotations, or other information and examples related to topic |  |
|  | **0** | **1** | **2** | **3** |  |  |
| **Conventions**  Uses appropriate diction, a variety of sentence structure. | * Errors **interfere** with context of paper | * **Has** fragments, run-ons, and/or other sentence structure errors | * **Varies** some sentence patterns | * **Effectively** varies sentence patterns |  |  |
| * Has **major errors** in language and conventions. | * Shows little knowledge of language and conventions. Has **frequent errors** that interfere with meaning. | * Shows some knowledge of language and conventions. Has **minor errors** in usage and conventions. | * Shows command of language and conventions. Any errors **do not interfere with meaning.** |  |  |

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|  | **Level 1 (Beginning)** | **Level 2 (Developing)** | **Level 3 (Proficient)** | **Level 4 (Distinguished)** |
| **Grading Scale** | **1-15 points** | **15-21 points** | **22-26 points** | **27-30 points** |

**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**\*A “0” score is entered when the response is flawed: blank, copied, illegible, too limited, off topic, etc.**