

Writes informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Demonstrates a deep understanding of content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
Organization/ Purpose	<p>Effective or engaging introduction. Focus is insightful or compelling</p> <p>Effective or engaging conclusion</p> <p>Logical progression of ideas: strong connections between and among ideas</p> <p>Uses a variety of transitional strategies to clarify the relationships between and among ideas and concepts</p>	<p>Introduces a topic clearly, provides a controlling idea / focus that previews what is to follow and is consistently maintained throughout the piece</p> <p>Concluding statement or section follows clearly from and supports the explanation or information presented</p> <p>Groups related information logically using strategies such as definition, classification, comparison / contrast, and cause/effect</p> <p>Effectively links ideas within and across categories of information using words, phrases, and clauses to create cohesion and clarify relationship among ideas and concepts</p>	<p>Introduction may not provide needed context. Focus may be unclear and/or insufficiently maintained</p> <p>Conclusion is only weakly related to the information presented.</p> <p>Connections between and among ideas are unclear</p> <p>Incorrectly uses transitional strategies and/or little variety in strategies applied</p>	<p>Introduction may be missing or off-topic Focus is confusing or ambiguous or missing</p> <p>Conclusion may be missing or off-topic.</p> <p>Frequent extraneous ideas; ideas may be randomly ordered</p> <p>Few or no transitions used</p>

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

Evidence/ Elaboration	Effective use of a variety of elaborative techniques Information / evidence from the source material is integrated as needed, relevant, and specific	Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from sources; integrated as needed	Topic is insufficiently developed with facts and details from source materials; evidence may be imprecise, repetitive or vague.	Supporting facts and details are minimal, irrelevant, absent, in error or incorrectly used
	Formatting, illustrations, or multimedia significantly enhance comprehension Word choice is nuanced and clearly appropriate for the audience and purpose	Includes formatting, illustrations, and multimedia <i>when useful to aiding comprehension</i> Uses precise language and domain-specific vocabulary to inform about or explain the topic	Formatting, illustrations, or multimedia used do not aid comprehension Uses some domain-specific vocabulary	Formatting, illustrations, or multimedia used interfere with comprehension. Uses basic vocabulary, and simple or repetitive sentence structure
Style	Formal style and tone enhance the overall effectiveness of the writing	Establishes and maintains a formal style and tone	Style / tone may be informal or inconsistent	No evidence of intentional formal style evident; style /tone may be inappropriate

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Conventions	<p>Few, if any, errors in usage and sentence formation</p> <p>Effective and consistent use of punctuation, capitalization, and spelling</p>	<p>Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</p> <p>Adequate use of punctuation, capitalization, and spelling</p>	<p>Frequent errors in usage may obscure meaning</p> <p>Inconsistent use of punctuation, capitalization, and spelling</p>	<p>Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured</p>
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