Grade 9/10: Informative/Explanatory Writing Rubric   DRAFT

Writes informative/explanatory texts to examine a topic and convey ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of 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	Effective or engaging introduction. Focus is insightful or compelling	**Introduces a topic clearly, provides a** controlling idea / focus that **previews what is to follow** and is consistently maintained throughout the piece	Introduction may not provide needed context. Focus may be unclear and/or insufficiently maintained	Introduction may be missing or off-topic Focus is confusing or ambiguous or missing
	Effective or engaging conclusion	**Concluding statement or section follows** clearly **from and supports the explanation or information presented (articulates implications or significance of topic)**	Conclusion is only weakly related to the information presented.	Conclusion may be missing or off-topic.
	Logical progression of ideas: strong connections between and among ideas	**Organizes complex ideas, concepts, and information to make important connections and distinctions**	Connections between and among ideas are unclear	Frequent extraneous ideas; ideas may be randomly ordered
	Uses a variety of transitional strategies to clarify the relationships between and among ideas and concepts	Effectively uses words, phrases, and clauses **to link the major sections of the text, create cohesion and clarify relationship among complex ideas and concepts**	Incorrectly uses transitional strategies and/or little variety in strategies applied	Few or no transitions used

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 well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples** from sources, **appropriate to the audience's knowledge of topic**; 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 *when useful to aiding comprehension*** **Uses precise language and domain-specific vocabulary to manage the complexity of 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 **objective tone, attending to norms of the discipline in which they are writing**	Style / tone may be informal or inconsistent	No evidence of intentional formal style evident; style /tone may be inappropriate

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

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