**Informational Writing Rubric Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_ Texts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Trait 1: Idea Development, Organization, & Coherence\*** | **The student’s response is a well-developed informative/explanatory text that effectively examines a topic in depth and presents information clearly based on text as a stimulus.** | **The student’s response is a complete informative/explanatory text that examines a topic and presents information clearly based on text as a stimulus..** | **The student’s response is an incomplete or oversimplified informative/explanatory text that that cursorily examines a topic.**  | **The student’s response is a weak attempt to write an informative/explanatory text that examines a topic.**  |
|  | **4 points** | **3 points** | **2 points** | **1 point** |
| **Lead (W2a)** | Effectively introduces a topic  | Introduces a topic  | Attempts to introduce a topic  | Does not introduce a topic, topic is unclear |
| **Organization/Structure****(W2a)** | Effectively organizes ideas, concepts and information using various strategies such as definition, classification, comparison/contrast, and cause/effect  | Generally organizes ideas, concepts and information using a few strategies such as definition, classification, comparison/contrast, and cause/effect | Ineffectively organizes ideas, concepts and information using strategies such as definition, classification, comparison/contrast, and cause/effect  | Does not organize ideas  |
| **Development (W2b)** | Effectively develops a topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples  | Develops a topic with a few facts, definitions, concrete details, quotations, or other information and examples  | Attempts to develop a topic with too few details   | Does not develop a topic with details  |
| **Transitions (W2c)** | Uses transitions effectively to connect and clarify relationships among ideas | Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear  | Uses few transitions to connect and clarify relationships among ideas | Uses vague, ambiguous, or repetitive language  |
| **Accuracy of Language/Vocabulary (W2d)** | Uses precise language and domain-specific vocabulary to effectively inform and explain about the topic  | Uses some precise language and domain-specific vocabulary to inform and explain about the topic  | Uses limited language and vocabulary that does not inform or explain the topic  | Does not use language and vocabulary correctly to inform/explain the topic |
| **Formal Style (W2e)** | Establishes and maintains formal style  | Uses formal style  | Uses formal style inconsistently or uses an informal style  | Uses informal style  |
| **Conclusion (W2f)** | Provides a strong concluding statement or section that logically follows from the information or explanation presented | Provides a concluding statement or section that follows from the information or explanation presented | Provides a weak concluding statement or section | Provides a minimal or no concluding statement or section |
| **Trait 2: Language Usage & Conventions\*** |  | **The student’s response demonstrates full command of language usage and conventions.**  | **The student’s response demonstrates partial command of language usage and conventions.**  | **The student’s response demonstrates weak command of language usage and conventions.**  |
|  |  | **3 Points** | **2 Points** | **1 Point** |
| **Usage/Conventions (L1)** |  | Any errors in usage and conventions do not interfere with meaning\* | Has minor errors in usage and conventions with no significant effect on meaning\* | Has frequent errors in usage and conventions that interfere with meaning\* |
| **Sentence Structure (L3a)** |  | Effectively varies sentence patterns for meaning, reader/listener interest, and style  | Varies some sentence patterns for meaning, reader/listener interest and style  | Uses simple sentence patterns with little variety  |
| **Style/Tone (L3b)** |  | Maintains consistency in style and tone  | Generally maintains consistent style and tone  | Shows inconsistency in style and tone  |
| **Usage/Conventions (L1)** |  | Shows command of language and conventions when writing  | Shows some knowledge of language and conventions when writing | Shows little knowledge of language and conventions when writing |
| **Grade Specific Language Standard(s) ELAGSEL\_\_\_** |  | Shows full command of grade specific language standard | Shows some knowledge of grade specific language standard | Shows little knowledge of grade specific standard |
| **Total Points** |  |  |  |  |

***\*Note: No points will be given if the student copies so much text from the passage(s) that there is not sufficient original work to be scored.***

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| **43-100** | **42-98** | **41-96** | **40-94** | **39-92** | **38-90** | **37-88** | **36-86** | **35-84** | **34-82** | **33-80** | **32-78** | **31-76** | **30-74** | **29-72** |
| **28-70** | **27-68** | **26-66** | **25-64** | **24-62** | **23-60** | **22-58** | **21-56** | **20-54** | **19-52** | **18-50** | **17-48** | **16-46** | **15-44** | **13-42** |