

## CCSS Informative/Explanatory Writing Rubric

Score	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
<b>4</b>  S T R O N G	<i>Response is <b>fully sustained</b> and consistently and purposefully focused</i>	<i>Response has a <b>clear and effective organizational structure</b> creating unity and completeness</i>	<i>Response provides <b>thorough and convincing support/evidence</b> (sources, facts, details) for the controlling idea.</i>	The response clearly and effectively expresses ideas, using precise language	<i><b>Few, if any, errors</b> are present in usage and sentence formation</i>
	<ul style="list-style-type: none"> <li>• Controlling/main idea is focused, clearly stated, and strongly maintained</li> <li>• Context is introduced and clearly communicated</li> </ul>	<ul style="list-style-type: none"> <li>• Effective &amp; consistent use of a variety of transitional strategies</li> <li>• Effective introduction and conclusion</li> <li>• Logical progression of ideas beginning to end</li> <li>• Strong connection among ideas</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
<b>3</b>  A D E Q U A T E	<i>Response is <b>adequately sustained</b> and generally focused</i>	<i>Response has an <b>evident organizational structure</b> and a basic sense of completeness (there may be minor flaws and some loosely connected ideas)</i>	<i>Response provides <b>adequate support/evidence</b> (sources, facts, details) for the controlling idea</i>	<i>The response adequately expresses ideas, using a mix of precise with more general language</i>	<i><b>Some errors</b> in usage and sentence formation may be present, but no systematic pattern of errors displayed</i>
	<ul style="list-style-type: none"> <li>• Controlling/main idea is clear and for the most part maintained</li> <li>• Context for controlling/main idea is adequate</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate use of transitional strategies with some variety</li> <li>• Adequate introduction and conclusion</li> <li>• Adequate progression of ideas</li> <li>• Adequate connection among ideas</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate use of punctuation, capitalization, and spelling</li> </ul>
<b>2</b>  F L A W E D	<i>Response is <b>somewhat sustained</b> and/or has minor drift in focus</i>	<i>Response has an <b>inconsistent, flawed organizational structure</b></i>	<i>The response provides <b>uneven, partial, or unconvincing support/evidence</b> (sources, facts, details) for the controlling idea</i>	<i>The response expresses ideas unevenly, using <b>simplistic language</b></i>	<i><b>Frequent errors</b> in usage may obscure meaning</i>
	<ul style="list-style-type: none"> <li>• May be clearly focused on the controlling/main idea but insufficiently sustained</li> <li>• Controlling/main idea may be unclear and somewhat unfocused</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent use of basic transitional strategies with little variety</li> <li>• Introduction and conclusion (if present) are weak</li> <li>• Uneven progression of ideas</li> <li>• Weak connection among ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is weakly integrated, and citations, if present, are uneven</li> <li>• Weak or uneven use of elaborative techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary may at times be inappropriate for the audience and the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent use of punctuation, capitalization, and spelling</li> </ul>
<b>1</b>  A B S E N T	<i>Response may be related to topic but may provide <b>little or no focus</b></i>	<i>Response has <b>little or no discernible organizational structure</b></i>	<i>Response provides <b>minimal to no support /evidence</b></i>	<i>Uses limited language or domain-specific vocabulary</i>	<i>Errors are <b>frequent and severe</b> and meaning is often obscure</i>
	<ul style="list-style-type: none"> <li>• Very brief</li> <li>• Major drift</li> <li>• Focus confusing or ambiguous</li> </ul>	<ul style="list-style-type: none"> <li>• Few or no transitional strategies are evident</li> <li>• Frequent extraneous ideas may intrude</li> </ul>	<ul style="list-style-type: none"> <li>• Use of evidence from sources is minimal, absent, in error, or irrelevant</li> <li>• No elaborative techniques are used</li> </ul>	<ul style="list-style-type: none"> <li>• May have little sense of audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of command of conventions</li> </ul>