

Informational/Explanatory Rubric: Transitional Kindergarten

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
TOPIC/MAIN IDEA	No response or response is unrelated to prompt	Must have one of the following: drawing, dictating, or writing letter- like symbols to name a related topic	Must have at least two of the following drawing, dictation, or letter- like symbols to name a related topic	Uses a combination of drawing, dictating, and writing letter- like symbols to name a topic; written response clearly addresses the named topic and the prompt.
DEVELOPMENT (FINE MOTOR)	Pencil grasp is i.e: palmar supinate	Experiment with grasp using a variety of drawing and writing tools.	Adjust grasp for increased control in drawing and writing.	Consistent standard pencil grasp for controlled writing and drawing
ORGANIZATION	Scribble marks on paper; no attempt	Must have one of the following in the correct location: attempted name, attempted picture, attempted writing letter- like symbols	Must have two of the following in the correct location: attempted name, attempted picture, attempted writing letter- like symbols	Must have all of the following in the correct location: name, picture, writing letter- like symbols
STANDARD ENGLISH CONVENTIONS	Scribbles with no attempt to form letter or letter- like symbols	Uses only letter- like symbols to write name or words.	Attempts one of the following: nearly correct letter formation, phonetic spelling, punctuation. Writes name nearly correctly	Attempts two or more of the following: finger spaces, nearly correct letter formation, phonetic spelling, punctuation. Writes name correctly

Informational/Explanatory Rubric: Kindergarten

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
TOPIC/MAIN IDEA	WGASFA: Topic is not named; response is unrelated to the prompt.	Names a topic; response is loosely related to named topic and/or prompt.	Names a topic; response is related to named topic and/or prompt.	Names a topic; written response clearly addresses the named topic and the prompt.
DEVELOPMENT	Response includes no details related to the topic.	Response includes details loosely related to the topic.	Response includes details related to the topic.	Written response includes additional details on the topic.
ORGANIZATION	No parts of the response are connected to the prompt.	Parts of the response are loosely connected to the prompt question.	Parts of the response are connected to the prompt question.	All parts of the written response are clearly connected to the prompt.
USE OF SOURCES	Even with prompting and guidance, does not recall information from sources.	With prompting and guidance, recalls loosely related information from sources.	With prompting and guidance, recalls relevant information from sources.	With minimal guidance, recalls relevant information from sources.
STANDARD ENGLISH CONVENTIONS	<p>Major errors in the clarity of the writing</p> <p>May have no or few spaces between words</p> <p>Uses random letters to represent print</p> <p>Makes no attempts at correct spelling</p> <p>Writes in all directions or may just label drawing.</p>	<p>Errors occasionally interfere in the clarity of the writing:</p> <p>Begins to space words correctly.</p> <p>Writes uppercase letters randomly within words or uses uppercase lettering exclusively.</p> <p>Uses no or few end punctuation marks.</p> <p>Spells some words phonetically.</p>	<p>Minor errors do not interfere with the clarity of the writing:</p> <p>Uses many upper and lowercase letters.</p> <p>Begins using end punctuation marks more consistently.</p> <p>Begins to capitalize the first word in a sentence and the pronoun 'I'.</p> <p>Spells simple words phonetically.</p>	<p>Few errors</p> <p>Attempts to use untaught conventions.</p> <p>Writes most upper and lowercase letters.</p> <p>Frequently capitalizes the first word in a sentence and the pronoun 'I'.</p> <p>Spells untaught words phonetically.</p> <p>Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>

Unless otherwise specified in the rubric, a combination of writing, drawing, and dictating applies

Informational/Explanatory Rubric: Grade 1

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
TOPIC/MAIN IDEA	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic.	Names a topic; response addresses the prompt and is related to the topic at hand.	Names a clear topic; response addresses the prompt and stays focused on the topic.
DEVELOPMENT	Includes no facts or facts unrelated to the topic.	Includes facts loosely related to the topic.	Includes facts related to the topic.	Includes and elaborates on some facts related to the topic.
ORGANIZATION	Sentences have no evident relationship with each other.	Sentences are related to each other.	Sentences are related to each other; provides a sense of closure.	Sequences sentences with a introduction, body, and conclusion; provides a sense of closure.
USE OF SOURCES	Includes no information from sources.	With prompting and guidance includes information from sources related to topic.	Includes information from sources related to the topic.	Includes detailed information from sources related to the topic.
STANDARD ENGLISH CONVENTIONS	<p>Major errors in the clarity of the writing:</p> <p>May have no or few spaces between words.</p> <p>Makes no or few attempts at correct spelling.</p> <p>Has many errors in capitalization.</p> <p>Writes no or few complete sentences.</p> <p>Makes no or few attempts at end punctuation.</p>	<p>Errors occasionally interfere with the clarity of writing:</p> <p>Few or no word spacing errors.</p> <p>Writes most upper and lowercase letters correctly.</p> <p>Uses some end punctuation marks correctly.</p> <p>Spells some words phonetically.</p>	<p>Minor errors do not interfere with the clarity of writing:</p> <p>Writes the majority of upper and lowercase letters correctly and with consistency.</p> <p>Uses end punctuation for sentences.</p> <p>Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>Few errors:</p> <p>Attempts to use untaught conventions.</p> <p>Consistently spells grade level words correctly.</p> <p>Often capitalizes names of people, holidays, product names and geographic names.</p> <p>Uses an apostrophe to form contractions and possessives.</p>

Informational/Explanatory Rubric: Grade 2

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
TOPIC/MAIN IDEA	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a general main idea, with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea, maintaining a focus on the main idea.	Introduces the topic and a specific main idea, maintaining a consistent focus on the main idea.
DEVELOPMENT	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with minor inaccurate or incomplete elements.	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	Explains relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the main idea.
ORGANIZATION	Sentences are out of logical order or lack an evident structure.	Sequences sentences to introduce the topic and develop points. Missing conclusion or introduction.	Sequences sentences and groups related information to introduce the topic, develop points, and provide a concluding statement or section. Uses simple linking words/phrases (e.g. also, another, and, more, but) to connect ideas.	Sequences sentences and groups related information in paragraphs or sections that introduce the topic, develop points, and provide a concluding statement or section. Uses advanced linking words/phrases (e.g. because, therefore, since, for example) to connect ideas.
USE OF SOURCES	Includes no details from sources related to the topic or prompt.	Includes few details from sources related to the topic or prompt.	Includes details from sources related to the topic and prompt.	Includes well-chosen details from sources related to the topic and prompt.
STANDARD ENGLISH CONVENTIONS	Major errors that interfere with the clarity of the writing.	Errors occasionally interfere with the clarity of the writing.	Consistently spells grade level words correctly. Often capitalizes names of people, holidays, product names and geographic names. Uses an apostrophe to form contractions and possessives.	Few errors: Attempts to use untaught conventions. Regularly uses structural conventions such as indentations or quotations of dialogue. Uses conventions creatively to further understanding or communicate writer's voice. Consistently spells grade level words correctly.

Informational/Explanatory Rubric: Grade 3

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
TOPIC/MAIN IDEA	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a general main idea, with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea, maintaining a focus on the main idea.	Introduces the topic and a specific main idea, maintaining a consistent focus on the main idea.
DEVELOPMENT	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with minor inaccurate or incomplete elements.	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	Explains relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the main idea.
ORGANIZATION	Sentences are out of logical order or lack an evident structure.	Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.	Sequences sentences and groups related information to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words/phrases (e.g. also, another, and, more, but) to connect ideas.	Sequences sentences and groups related information in paragraphs or sections that introduce the topic, develop points, and provide a concluding statement or section. Consistently uses linking words/phrases (e.g. also, another, and, more, but) to connect ideas.
USE OF SOURCES	Includes no details from sources related to the topic or prompt.	Includes few details from sources related to the topic or prompt.	Includes details from sources related to the topic and prompt.	Includes well-chosen details from sources related to the topic and prompt.
STANDARD ENGLISH CONVENTIONS	Major errors that interfere with the clarity of the writing.	Errors occasionally interfere with the clarity of the writing.	Minor errors do not interfere with the clarity of the writing.	Few errors. Attempts to use untaught conventions, appropriate to grade level.

Informational/Explanatory Rubric: Grade 4

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
TOPIC/MAIN IDEA	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
DEVELOPMENT	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations, headings, or multimedia when appropriate) that help develop the main idea.	Explains facts, definitions, concrete details, and/or quotations with sophistication, which could include: word choice, complex sentences, simile, insight, and a clear author's voice, which thoroughly convinces the reader.
ORGANIZATION	Sequence of sentences or sections lacks a logical order.	Sequences sentences and groups related information in paragraphs or sections. Uses transitions (e.g. another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups of related information logically in paragraphs or sections that introduce and develop the main idea, and provide a cohesive conclusion. Consistently and precisely uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.
USE OF SOURCES	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements. If applicable, includes a minimal list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. If applicable, includes an adequate list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. If applicable, includes a complete list of sources.
STANDARD ENGLISH CONVENTIONS	Major errors that interfere with the clarity of the writing. Language use is inappropriate.	Errors that occasionally interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors.	Minor errors do not interfere with the clarity of the writing.	Few errors. Attempts to use untaught conventions, appropriate to grade level.

Informational/Explanatory Rubric: Grade 5

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
TOPIC/MAIN IDEA	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea providing a general observation and focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
DEVELOPMENT	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations, headings, or multimedia when appropriate) that help develop the main idea.	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
ORGANIZATION	Sequence of sentences or sections lacks a logical order.	Sequences sentences and groups related information in paragraphs or sections. Uses transitions (e.g. another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a cohesive conclusion. Consistently and precisely uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.
USE OF SOURCES	Has details but not relevant Does not list sources	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements. If applicable, includes a minimal list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. If applicable, includes an adequate list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. If applicable, includes a complete list of sources.
STANDARD ENGLISH CONVENTIONS	Major errors that interfere with the clarity of the writing. Language use is inappropriate.	Errors that occasionally interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors.	Minor errors do not interfere with the clarity of the writing.	Few errors. Attempts to use untaught conventions, appropriate to grade level.

Informational/Explanatory Rubric: Grade 6

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
THESIS	Minimally addresses all aspects of the prompt.	Introduces topic(s) in a thesis statement that partially addresses all aspects of the prompt.	Introduces topic(s) in a clear thesis statement that addresses all aspects of the prompt.	Introduces topic(s) in a sophisticated thesis statement. Addresses all aspects of the prompt and takes into account the complexity of the topic.
DEVELOPMENT	Provides inaccurate, little, or no evidence to support topic. Shows no and/or inaccurate understanding of topic or text.	Provides inadequate and/or irrelevant evidence to develop the topic. Shows limited or flawed understanding of topic or text.	Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient. Shows competent understanding of topic or text.	Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial. Shows insightful understanding of topic or text.
ORGANIZATION	Sequence of sentences or sections lacks a logical order.	Sequences sentences and groups related information in paragraphs or sections. Uses transitions (e.g. another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a cohesive conclusion. Consistently and precisely uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.
SELECTION AND CITATION OF EVIDENCE	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the topic. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the thesis. Consistently cites sources.	Includes well-chosen details, examples, and/or quotations from sources that support the thesis. Consistently cites sources using appropriate format.
STANDARD ENGLISH CONVENTIONS	Major errors that interfere with the clarity of the writing. Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Errors that occasionally interfere with the clarity of the writing. Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Minor errors do not interfere with the clarity of the writing. Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Few errors. Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.

Informational/Explanatory Rubric: Grade 7

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
THESIS	Minimally addresses all aspects of the prompt.	Introduces topic(s) in a thesis statement that partially addresses all aspects of the prompt.	Introduces topic(s) in a clear thesis statement that addresses all aspects of the prompt.	Introduces topic(s) in a sophisticated thesis statement. Addresses all aspects of the prompt and takes into account the complexity of the topic.
DEVELOPMENT	Provides inaccurate, little, or no evidence to support topic. Shows no and/or inaccurate understanding of topic or text.	Provides inadequate and/or irrelevant evidence to develop the topic. Shows limited or flawed understanding of topic or text.	Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient. Shows competent understanding of topic or text.	Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial. Shows insightful understanding of topic or text.
ORGANIZATION	Sequence of sentences or sections lacks a logical order.	Sequences sentences and groups related information in paragraphs or sections. Uses transitions (e.g. another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, preview what is to follow, develop the main idea, and provide a conclusion. Uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, preview what is to follow, develop the main idea, and provide a cohesive conclusion. Consistently and precisely uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.
SELECTION AND CITATION OF EVIDENCE	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the topic. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the thesis. Consistently cites sources.	Includes well-chosen details, examples, and/or quotations from sources that support the thesis. Consistently cites sources using appropriate format.
STANDARD ENGLISH CONVENTIONS	Major errors that interfere with the clarity of the writing. Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Errors that occasionally interfere with the clarity of the writing. Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Minor errors do not interfere with the clarity of the writing. Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Few errors. Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.

Informational/Explanatory Rubric: Grade 8

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
THESIS	Minimally addresses all aspects of the prompt.	Introduces topic(s) in a thesis statement that partially addresses all aspects of the prompt.	Introduces topic(s) in a clear thesis statement that addresses all aspects of the prompt.	Introduces topic(s) in a sophisticated thesis statement. Addresses all aspects of the prompt and takes into account the complexity of the topic.
DEVELOPMENT	Provides inaccurate, little, or no evidence to support topic. Shows no and/or inaccurate understanding of topic or text.	Provides inadequate and/or irrelevant evidence to develop the topic. Shows limited understanding of topic or text.	Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient. Shows competent understanding of topic or text.	Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial. Shows insightful understanding of topic or text.
ORGANIZATION	Sequence of sentences or sections lacks a logical order.	Sequences sentences and groups related information in paragraphs or sections. Uses transitions (e.g. another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, preview what is to follow, develop the main idea, and provide a conclusion. Uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, preview what is to follow, develop the main idea, and provide a cohesive conclusion. Consistently and precisely uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information.
SELECTION AND CITATION OF EVIDENCE	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the topic. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the topic and thesis. Consistently cites sources.	Includes well-chosen details, examples, and/or quotations from sources that support the controlling idea and thesis. Consistently cites sources using appropriate format.
STANDARD ENGLISH CONVENTIONS	Major errors that interfere with the clarity of the writing. Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Errors that occasionally interfere with the clarity of the writing. Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Minor errors do not interfere with the clarity of the writing. Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Few errors. Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.

Informational/Explanatory Rubric: Grades 9 - 10

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
THESIS	Presents a general, unclear, or missing thesis statement.	Presents a clear thesis statement that addresses the prompt with an uneven focus.	Presents and maintains a clear, specific thesis statement that addresses all aspects of the prompt and takes into account the complexity of the topic.	Presents and maintains a precise, substantive thesis statement that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information.
DEVELOPMENT	Provides inaccurate, little, or no evidence to support topic. Shows no and/or inaccurate understanding of topic or text.	Provides minimal and/or irrelevant evidence to develop the topic. Shows a limited understanding of topic or text.	Develops the topic using well-chosen information that sufficiently addresses the thesis. Shows competent understanding of topic or text.	Skillfully develops the topic using well-chosen information and examples that are important and overwhelming. Shows insightful understanding of topic or text.
ORGANIZATION	Inadequately introduces reader to topic(s) in introduction Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion Uses few to no transitions	Partially introduces reader to topic(s) in introduction and previews what is to follow. Inadequately develops topic with minimal body paragraphs Provides a conclusion which repetitively or partially follows from information or explanation presented Mostly uses transitions between ideas.	Introduces reader to topic(s) in introduction and previews what is to follow. Develops topic with relevant body paragraphs. Provides a conclusion that follows from and supports information or explanation presented. Consistent use of transitions between ideas.	Skillfully introduces reader to topic(s) in introduction and previews what is to follow. Thoroughly develops the topic with relevant body paragraphs. Provides a thoughtful and reflective conclusion that follows from and supports information or explanation presented. Skillful use of transitions between ideas.
SELECTION AND CITATION OF EVIDENCE	Does not integrate or cite sources.	Includes details, examples, and/or quotations from sources that are relevant to the thesis statement. Ineffectively integrates/cites sources.	Includes details, examples, and/or quotations from sources that support the thesis statement and supporting ideas. Competently integrates and cites credible sources.	Includes well-chosen details, examples, and/or quotations from sources that fully support the thesis statement and supporting ideas. Effectively integrates quotes and cites credible sources.
STANDARD ENGLISH CONVENTIONS	Major errors interfere with the clarity of the writing. Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Errors occasionally interfere with the clarity of the writing. Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Minor errors do not interfere with the clarity of the writing. Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Few errors. Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.

Informational/Explanatory Rubric: Grades 11 - 12

SCORING ELEMENTS	NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	1	2	3	4
THESIS	Presents a general, unclear, or missing thesis statement.	Presents a clear thesis statement that addresses the prompt with an uneven focus.	Presents and maintains a clear, specific thesis statement that addresses all aspects of the prompt and takes into account the complexity of the topic.	Presents and maintains a precise, substantive thesis statement that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information.
DEVELOPMENT	Provides inaccurate, little, or no evidence to support topic. Shows no and/or inaccurate understanding of topic or text.	Provides minimal and/or irrelevant evidence to develop the topic. Shows a limited understanding of topic or text.	Develops the topic using well-chosen information that sufficiently addresses the thesis. Shows competent understanding of topic or text.	Skillfully develops the topic using well-chosen information and examples that are important and overwhelming. Shows insightful understanding of topic or text.
ORGANIZATION	Inadequately introduces reader to topic(s) in introduction Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion Uses few to no transitions	Partially introduces reader to topic(s) in introduction and previews what is to follow. Inadequately develops topic with minimal body paragraphs Provides a conclusion which repetitively or partially follows from information or explanation presented Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections.	Introduces reader to topic(s) in introduction and previews what is to follow. Develops complex topic(s) with relevant body paragraphs. Provides a conclusion that follows from and supports information or explanation presented. Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections.	Skillfully introduces reader to topic(s) in introduction and previews what is to follow. Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information. Provides a thoughtful and reflective conclusion that follows from and supports information or explanation presented. Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, clauses within or between paragraphs and sections.
SELECTION AND CITATION OF EVIDENCE	Does not integrate or cite sources.	Includes details, examples, and/or quotations from sources that are relevant to the thesis statement. Ineffectively integrates/cites sources.	Includes details, examples, and/or quotations from sources that support the thesis statement and supporting ideas. Competently integrates and cites credible sources.	Includes well-chosen details, examples, and/or quotations from sources that fully support the thesis statement and supporting ideas. Effectively integrates quotes and cites credible sources.
STANDARD ENGLISH CONVENTIONS	Major errors interfere with the clarity of the writing. Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Errors occasionally interfere with the clarity of the writing. Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Minor errors do not interfere with the clarity of the writing. Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.	Few errors. Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.

Convention Examples			
NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Many unrecognizable letters and words	Most words spelled phonetically	Most frequent-use words spelled correctly	Conventional spelling of frequent-use words
Little to no spacing between words	Inconsistent use of capital letters	Some words spelled phonetically	Phonetic spelling of new words
Little to no use of capital letters	Appropriate spacing between words	Inconsistent use of end punctuation	Consistent use of end punctuation
Response shows little to no progression (top/bottom, left/right).	Little to no use of punctuation	First word in each sentence capitalized	Consistent spacing of words and sentences Attempts to use commas and pronouns
	Response shows a general progression (top/bottom, left/right).	Pronoun "I" capitalized.	Response shows a clear progression (top/bottom, left/right)
		Response shows a progression (top/bottom, left/right).	

Convention Examples			
NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Most words spelled phonetically	Most frequent-use words spelled correctly	Conventional spelling of frequent-use words	Holidays, product names, and geographic names capitalized
Use of capital letters inconsistent	Some words spelled phonetically	Phonetic spelling of new words	Use of apostrophe to form contractions
Appropriate spacing between words	End punctuation used inconsistently	Consistent use of end punctuation	Conventional spelling of new words
Little to no use of punctuation	First word in each sentence capitalized	Consistent spacing of words and sentences	
	Pronoun "I" capitalized	Dates and names capitalized	
		Use of commas in dates and series of words	

Convention Examples			
NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Most words spelled phonetically	Most frequent-use words spelled correctly	Conventional spelling of frequent-use words	Holidays, product names, and geographic names capitalized
Use of capital letters inconsistent	Some words spelled phonetically	Phonetic spelling of new words	Use of apostrophe to form contractions
Appropriate spacing between words	End punctuation used inconsistently	Consistent use of end punctuation	Conventional spelling of new words
Little to no use of punctuation	First word in each sentence capitalized	Consistent spacing of words and sentences	
	Pronoun "I" capitalized	Dates and names capitalized	
		Use of commas in dates and series of words	

Convention Examples			
NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Uses simplistic word choice (e.g. plural and grade-level words) with some errors	Uses simple sentences and simple word choice (e.g. plural and grade-level words)	Uses simple and compound sentences with some errors	Uses simple, compound, and complex sentences
Uses capital letters inconsistently	Capitalizes first word in a sentence, "I," and some proper nouns consistently	Uses grade-level appropriate vocabulary words	Uses grade-level and above-grade-level vocabulary words to enhance writing
Uses commas and apostrophes rarely	Uses commas, apostrophes, possessive nouns, and contractions inconsistently	Capitalized proper nouns, titles, and sentences appropriately	Uses capital letters and apostrophes, possessive nouns, contractions consistently
		Uses commas, apostrophes, possessive nouns, and contractions	Attempts to use quotations or plural possessive.

Convention Examples			
NOT MEETING EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Uses simplistic word choice (e.g. plural and grade-level words) with some errors	Uses simple sentences and simple word choice (e.g. plural and grade-level words)	Uses simple and compound sentences with some errors	Uses simple and compound sentences
Uses capital letters inconsistently	Capitalizes first word in a sentence, "I," and some proper nouns consistently	Uses grade-level appropriate vocabulary words	Uses grade-level and above-grade-level vocabulary words to enhance writing
Uses commas and apostrophes rarely	Uses commas, apostrophes, possessive nouns, and contractions inconsistently	Capitalized proper nouns, titles, and sentences appropriately	Uses capital letters and apostrophes, possessive nouns, contractions consistently
		Uses commas, apostrophes, possessive nouns, and contractions	Attempts to use quotations or plural possessive.