# Informational or Explanatory Text-Based Writing Rubric

# Grades 9–10

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/ Research | The writing –   * makes effective use of available resources * effectively uses relevant and sufficient text support from the resources with accuracy * effectively uses credible sources\* | The writing –   * makes adequate use of available resources * uses relevant and sufficient text support from the resources with accuracy * uses credible sources\* | The writing –   * makes limited use of available resources * inconsistently uses relevant and sufficient text support from the resources with accuracy * inconsistently uses credible sources\* | The writing –   * makes inadequate use of available resources * fails to use relevant and sufficient text support from the resources with accuracy * attempts to use credible sources\* |
| Development | The writing –   * addresses all aspects of the writing task with a tightly focused and detailed response * skillfully develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic * demonstrates effective use of writing process (using technology when applicable) ∆ | The writing –   * addresses the writing task with a focused response * develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic * demonstrates adequate use of writing process (using technology when applicable) ∆ | The writing –   * addresses the writing task with an inconsistent focus * inconsistently develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic * demonstrates limited use of writing process (using technology when applicable) ∆ | The writing –   * attempts to address the writing task but lacks focus * develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient * demonstrates inadequate use of writing process (using technology when applicable) ∆ |
| Organization | The writing –   * effectively introduces the topic * effectively organizes complex ideas, concepts, and information to make important connections and distinctions * effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts * provides an effective concluding statement or a section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) | The writing –   * introduces the topic * organizes complex ideas, concepts, and information to make important connections and distinctions * uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts * provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) | The writing –   * introduces the topic * organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/ or repetitive) * inconsistently uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts * provides a concluding statement or section | The writing –   * identifies the topic * has little or no evidence of purposeful organization |

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Language/Conventions | The writing –   * demonstrates an exemplary command of standard English conventions * skillfully employs language and tone appropriate to audience and purpose * has sentences that are skillfully constructed with appropriate variety in length and structure * follows standard format for citation with few errors\* | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * employs language and tone appropriate to audience and purpose * has sentences that are generally complete with sufficient variety in length and structure * follows standard format for citation with few errors\* | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * inconsistently employs language and tone appropriate to audience and purpose * has some sentence formation errors and/or a lack of sentence variety * follows standard format for citation with several errors\* | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * employs language and tone that are inappropriate to audience and purpose * has frequent and severe sentence formation errors and/or a lack of sentence variety * follows standard format for citation with significant errors\* |

\* If applicable