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| **4-point Informative-Explanatory Writing Rubric** | | | | | |
| **Score** | **Statement of Purpose/Focus** | **Organization** | **Elaboration of Evidence** | **Language and Vocabulary** | **Conventions** |
| 4 | response is fully sustained and consistently and purposefully focused:  • main idea of a topic is focused, clearly stated, and strongly maintained  • main idea of a topic is introduced and communicated clearly | response has a clear and effective organizational structure:  • variety of transitional strategies  • logical progression of ideas from beginning to end  • effective introduction and  conclusion  • strong connections among ideas | Response provides thorough and convincing support/evidence for the main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  • use of evidence from sources is smoothly integrated, comprehensive, and concrete  • effective use of explanations | response clearly and effectively expresses ideas, using precise language:  • use of academic and domain-specific vocabulary is clearly appropriate for the purpose | response demonstrates a strong command of conventions:  • few, if any, errors are present in usage and sentence formation  • effective and consistent use of punctuation, capitalization, and spelling |
| 3 | response is adequately sustained and generally focused:     * + focus is clear and for the most part maintained, though some loosely related material may be present | response has evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  • adequate use of transitional strategies with some variety  • adequate progression of ideas from beginning to end  • adequate introduction and conclusion  • adequate, if slightly inconsistent, connection among ideas | response provides adequate support/evidence for the main idea that includes the use of sources, facts, and details.  • some evidence from sources is integrated, though citations may be general or imprecise  • adequate use of explanations | response adequately expresses ideas, employing a mix of precise with more general language  • use of domain-specific vocabulary is generally appropriate for the purpose | response demonstrates an adequate command of conventions:  • some errors in usage may be present, but no systematic pattern of errors is displayed  • adequate use of punctuation, capitalization, and spelling |
| 2 | response is somewhat sustained and may have a minor drift in focus:  • may be clearly focused on the main idea but is insufficiently sustained  • main idea may be unclear and somewhat unfocused | response has inconsistent organizational structure, and flaws are evident:  • inconsistent use of transitional strategies with little variety  • uneven progression of ideas from beginning to end  • conclusion and introduction, if present, are weak  • weak connection among ideas | response provides uneven support/evidence for the main idea that includes partial or uneven use of sources, facts, and details:  • evidence from sources is weakly integrated, and citations, if present, are uneven  • weak or uneven use of explanations | response expresses ideas unevenly, using simplistic language:  • use of domain-specific vocabulary that may at times be inappropriate for the purpose | response demonstrates a partial command of conventions:  • frequent errors in usage may obscure meaning  • inconsistent use of punctuation, capitalization, and spelling |
| 1 | response may be related to the topic but may provide little or no focus:  • may be very brief  • may have a major drift  • focus may be confusing | response has little or no organizational structure:  • few or no transitional strategies  • frequent extraneous ideas may intrude | The response provides minimal support/evidence for the main idea that includes little or no use of sources, facts, and details:  • use of evidence from the source material is minimal, absent, in error, or irrelevant | response expression of ideas is vague, lacks clarity, or is confusing:  • uses limited language or domain- specific vocabulary  • may have little sense of purpose | response demonstrates a lack of command of conventions:  • errors are frequent and severe and meaning is often obscure |
| Format | 1 point for each of the following formatting requirements:  Font size and style Header with page numbers Proper heading Correct parenthetical citations within text Works Cited page | | | | |