

Informational/Explanatory Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose		Establishes a controlling idea with a clear purpose, maintained throughout the response		Establishes a strong controlling idea with a clear purpose maintained throughout the response
Support	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail		Accurately presents information to all parts of the prompt with effective selection of sources and details from reading materials
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy		Presents appropriate details to support the controlling idea		Presents appropriate and sufficient details to support the controlling idea		Presents thorough and detailed information to strongly support the controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational to address specific requirements of the prompt, with some lapses in coherence or awkward use of organizational structure		Maintains an appropriate organizational structure to address specific requirements of prompt		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Language/Style	Language, vocabulary, and style are inappropriate to the task, purpose, and audience. Demonstrates little to no syntactic variety. Rarely, if ever, provides transition words.		Language, vocabulary, and style are not always appropriate to the task, purpose, and audience. Demonstrates insufficient syntactic variety. Provides insufficient transitions to link the claims with groups of ideas.		Language, vocabulary, and style are appropriate to the task, purpose, and audience. Varies sentence structure for meaning and reader interest. Provides sufficient transitions to link claims within and across groups of ideas in a cohesive response.		Demonstrates command of language, vocabulary, and style appropriate to the task, purpose, and audience. Demonstrates sentence variety. Provides sophisticated, varied transitions to clearly link the claim within and across a group of ideas, resulting in a strong, fluent cohesive response.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Consistently cites sources using appropriate format.