

INFORMATIVE/EXPLANATORY WRITING RUBRIC

	4	3 (meets standard)	2	1	0
Purpose, Focus, and Organization	<p>The purpose, audience, and task are <u>clearly</u> addressed and <u>fully</u> maintained.</p> <p>*Controlling idea is <u>fully</u> clear and maintained.</p> <p>*<u>Consistent</u> use of a <u>variety</u> of transitions clarify relationships between and among ideas.</p> <p>*Ideas are in a <u>clear</u> and logical order <u>from beginning to end</u> (text structures).</p> <p>*Introduction and conclusion are <u>effective</u>.</p>	<p>The purpose, audience, and task are <u>adequately</u> addressed and <u>mostly</u> maintained.</p> <p>*Controlling idea is <u>mostly</u> clear and maintained.</p> <p>*<u>Adequate</u> use of transitions with <u>some</u> variety to clarify <u>most</u> relationships.</p> <p>*Ideas are in a <u>mostly</u> logical order <u>throughout</u> (text structures).</p> <p>*Introduction and conclusion are <u>adequate</u>.</p>	<p>The purpose, audience, and task are <u>somewhat</u> addressed and <u>somewhat</u> maintained.</p> <p>*Controlling idea is <u>confusing</u> OR <u>insufficiently</u> maintained.</p> <p>*<u>Few</u> transitions are present OR they <u>do not</u> clarify relationships.</p> <p>*Ideas are in a <u>somewhat</u> logical order in <u>some</u> places (text structures).</p> <p>*Introduction and conclusion are <u>weak</u>.</p>	<p>There is <u>little awareness</u> of the purpose, audience, and task.</p> <p>*Controlling idea is <u>not present</u>.</p> <p>*<u>Few</u> transitions are present AND they <u>do not</u> clarify relationships.</p> <p>*Ideas are <u>not</u> in a logical order but there is <u>some evidence</u> of text structure.</p> <p>*Introduction AND/OR conclusion are <u>missing</u>.</p>	<p>The purpose, audience, and task were not addressed OR paper was not turned in.</p>
Evidence and Elaboration	<p>Evidence for controlling idea is <u>thorough and convincing</u>.</p> <p>*A <u>variety</u> of facts, details, and examples <u>effectively</u> support the controlling idea.</p> <p>*<u>Precise</u> quotes/citations.</p> <p>*Vocabulary is <u>precise</u> and <u>clearly</u> age-appropriate.</p>	<p>Evidence for controlling idea is <u>adequate</u>.</p> <p>*A <u>variety</u> of facts, details, and examples <u>adequately</u> support the controlling idea.</p> <p>*<u>Adequate</u> quotes/citations.</p> <p>*Vocabulary is <u>adequate</u> and <u>mostly</u> age-appropriate.</p>	<p>Evidence for controlling idea is present but <u>weak</u>.</p> <p>*<u>Few</u> facts, details, and examples are present OR they <u>weakly</u> support.</p> <p>*<u>Weak</u> quotes/citations.</p> <p>*Vocabulary is <u>too general</u> OR <u>not</u> age-appropriate.</p>	<p>There is <u>minimal</u> evidence given for controlling idea.</p> <p>*<u>Few</u> facts, details, and examples are present AND they <u>do not</u> support.</p> <p>*<u>Few</u> quotes/citations.</p> <p>*Vocabulary is <u>too general</u> AND <u>not</u> age-appropriate.</p>	<p>There is no evidence provided OR paper was not turned in.</p>
Conventions of Standard English	X	X	<p>Adequate command of basic conventions.</p> <p>*<u>Adequate</u> use of punctuation, capitalization, sentence formation, and spelling.</p>	<p>Partial command of basic conventions.</p> <p>*<u>Limited</u> use of punctuation, capitalization, sentence formation, and spelling.</p>	<p>Frequent and severe errors obscure meaning.</p>