

11th/12th Grade Writing Rubric – Informative/Explanatory

	Hon – A	Hon – B	Ac – A	Hon – C	Ac – B	Hon – D	Ac – C	Hon – F	Ac – D/F
Criterion	5 – Above Grade Level	4 – At Grade Level		3 – Approaching Grade Level		2 - Below Grade Level		1 - Far Below Grade Level	
Focus	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 		<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 		<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 		<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement 	
Organization/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 		<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops topic(s) with relevant body paragraphs, building on preceding information Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 		<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops topic(s) with minimal body paragraphs, building on some preceding information Provides a sense of closure, but may weakly articulate significance of the topic. Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 		<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas 	
Development	<ul style="list-style-type: none"> Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience Effectively integrates and cites credible sources Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources Shows competent understanding of topic or text 		<ul style="list-style-type: none"> Provides limited and/or superficial evidence to develop the topic appropriate to audience Ineffectively integrates and cites sources Shows superficial understanding of topic or text 		<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience Incorrectly integrates or cites sources Shows limited or flawed understanding of topic or text 		<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources Shows no and/or inaccurate understanding of topic or text 	
Language	<ul style="list-style-type: none"> Uses purposeful, correct, and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Competently uses figurative language Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Effectively uses figurative language Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 		<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Minimally uses figurative language Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 		<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses figurative language Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 		<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use figurative language Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	
Format	Student avoided plagiarism and correctly followed a standard citation method with:	Few to no minor errors		Several minor errors		Multiple errors		Pervasive Errors	