

Informational or Explanatory Text-Based Writing Rubric Grades 9–10

| | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
|---------------------------------------|---|--|--|--|
| Reading/ Research 2 x = | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ effectively uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 3 x = | <p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 | <p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 | <p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 | <p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using definitions, concrete details, quotations, or other information and examples that are irrelevant or insufficient |
| Organization 2 x = | <p>The writing –</p> <ul style="list-style-type: none"> ▪ 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) | <p>The writing –</p> <ul style="list-style-type: none"> ▪ 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) | <p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 | <p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of organization |