***Informational/Explanatory Writing Rubric***

**90, 95, 98, or 100 82, 85, 88 72, 75, 78 65 / “Rewrite” (60)**

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| Content | | | Introduce a topic; organizes **complex** ideas, concepts, and information to make **important** connections and distinctions; includes formatting | | | Introduces a topic; organize ideas, concepts, and information to make important connections and distinctions; include formatting | | | | Introduces a topic; organize **some** ideas, concepts, and information to make connections and distinctions; includes **some** formatting | | | | Introduces a topic; organize **few** ideas, concepts, and information but makes **few** connections and distinctions; includes **little or** **no** formatting | | |
| Analysis | | | Establishes a **sophisticated** understanding and connections among ideas and concepts, providing a variety of evidence. | | | Establishes a **clear** understanding and connections among ideas and concepts, providing a variety of evidence. | | | | Establishes **some** understanding and connections among ideas and concepts, providing a **some** of evidence. | | | | **No** understanding and connections among ideas and concepts, providing a little to no evidence. | | |
| Development of Topic | | Develop the topic with a wide range of **sufficient,** **well-chosen**, relevant facts, extended definitions, concrete details, quotations, or other information and examples | | | | Develop the topic with **adequate,** well-chosen, relevant facts, extended definitions, concrete details, quotations, or other information and examples | | | | Develop the topic with little range of a **few** relevant facts, extended definitions, concrete details, quotations, or other information and examples. | | | | Develop the topic with **irrelevant, insufficient** facts, **little or no use of** extended definitions, concrete details, quotations, or other information and examples | | | |
| Designing Organization | | Skillfully creates an organization using **appropriate** and **varied** transitions to link the major sections of the text, create cohesion, and clarify the relationships among **complex** ideas and concepts. | | | | Creates an organization using appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. | | | | **Attempts to** create an organization using **few** transitions to link the major sections of the text, create cohesion, and **does little** to clarify the relationships among ideas and concepts. | | | | Links between sections of text, cohesion and relationships are **not clear or accurate**. | | | |
| Introduction | | | Engages reader, provides **all** necessary background information on topic. Clearly states purpose through thesis | | | | Engages reader, provides **adequate** background information on topic and provides a states purpose through thesis | | | | Provides **little** background information on topic and defines position. Vaguely states purpose | | | | Provides **little or no** background information on topic. No purpose established. | | | |
| Conclusion | | | Provide 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). | | | | Provide a concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | | | | **Attempts** to provide a concluding statement or section that follows from **but does not support** the information or explanation presented | | | | Incomplete/absent concluding statement or section | | | |
| Language | | | Use **precise** language and domain-specific vocabulary to manage the complexity of the topic. Language appropriate for audience. | | | | Use **careful** language and domain-specific vocabulary to manage the complexity of the topic. Language mostly appropriate for audience. | | | | Use **vague** language and **little** domain-specific vocabulary to manage the complexity of the topic. Language, at times, inappropriate for audience. | | | | Use **imprecise** language and **no** domain-specific vocabulary **and fails** to manage the complexity of the topic. No acknowledgement of audience. | | | |
| Style | | Establish and maintain a **sophisticated** style and objective tone while attending to the norms and conventions | | Establish and maintain a **formal** style and objective tone while attending to the norms and conventions | | | | **Attempts** to establish a style and tone and is **inconsistent** with norms and conventions | | | | Does not establish style and tone and **does not adhere** to norms and conventions | | | | |
| Grammar & Punctuation | | Smooth, fluid error-free punctuation/grammar | | Mostly correct grammar; errors do not interfere with communication | | | | Errors occasionally interfere with communication | | | | Grammatical errors are awkward and interfere with communication | | | | |
| Spelling & Word Usage | | Correct spelling; error-free word usage | | Mostly correct spelling and word usage | | | | Errors in spelling and word usage | | | | Misspelled and misused words throughout | | | | |
| Overall Presentation | | MLA heading; unique title; professional presentation | | MLA heading; appropriate title; neat presentation | | | | Incomplete heading; average title/presentation | | | | No heading/title; no attention to presentation | | | | |