

A student who scores a 4

-Knows expectations

-Perfect mastery

-Does what the prompt asks them to do?

-Understands prompt and knows the audience.

-Uses many transitions

-Intro. and conclusion might be 2 sentences each.

| Informative-Explanatory Short Essay Writing Rubric (Grades 6-11) | | | |
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| Score | Statement of Purpose/Focus and Organization (4-point rubric) | Evidence/Elaboration (4-point rubric) | Conventions/Editing (2-point rubric begins at scorepoint 2) |
| 4 | <p>The response is fully sustained and consistently and purposefully <u>focused</u>:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is <u>focused</u>, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of <u>transitional</u> strategies between and among ideas logical progression of ideas from beginning to end organize to make sense effective <u>introduction</u> and <u>conclusion</u> for audience and purpose strong connections among ideas, with some syntactic variety | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is cited, smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>-Pulls evidence from all passages. -Puts the passage in own words.</p> |

A student who scores a 3

-Knows expectations
-Basic mastery

-Uses maybe 5 transitions

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| <p>3</p> | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety between and among ideas • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose | <p>-Some evidence from passage</p> |
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A student who scores a 2

-Knows expectations
-Not at mastery level

-Knows there should be transitions but doesn't really know any. Maybe uses one.

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| <p>2</p> | <p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques <p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose <p>-Not relevant info., some summarizing.</p> | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling <p>-Constantly not capitalizing proper nouns.</p> |
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A student who scores a 1

-Does not know expectations

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| <p>1</p> | <p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude | <p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose <p>-Maybe no evidence. Doesn't understand passage.</p> | <p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscure <p>-Run-on sentences. -Errors happening over and over. -Sentences may need to be read again to understand.</p> |
| <p>0</p> | | | <p>The response demonstrates a lack of command of conventions.</p> |
| <p>NS</p> | <p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p> | | |