

## *Informative/Explanatory Writing Rubric-Grades 6-12*

<b>Writing Descriptors Score Points</b>	<b>4 Deep Command</b>	<b>3 Sufficient Command</b>	<b>2 Partial Command</b>	<b>1 Minimal Command</b>
<p><b>Statement of Purpose/Focus</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use mentor text to support the form of writing.</li> <li>• Model this form of writing using the SURE student rubric for informative/explanatory writing</li> </ul>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>• Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>• Controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>• Focus in clear and for the most part maintained, though some loosely related material may be present</li> <li>• Some context for the controlling idea or main idea of the topic is adequate</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• May be clearly focused on the controlling main idea, but is insufficiently sustained</li> <li>• Controlling idea or main idea may be unclear or somewhat unfocused.</li> </ul>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• May be very brief</li> <li>• May have a major drift</li> <li>• Focus may be confusing or ambiguous</li> </ul>
<p><b>Organization</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use the student SURE rubric and teach the components of Informative/Explanatory writing.</li> <li>• Teach text features (graphics, bold type) &amp; structure(s) (sequence (procedure), chronology (time-order), description, definition, compare/contrast, cause-effect, problem-solution)</li> <li>• Teach semantic clues or signal (linking) words and phrases that help writer to compose text with coherence &amp; clarity.(Hess &amp; Hervey, 2010)</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>• Use of a variety of transitional strategies</li> <li>• Logical progression of ideas from beginning to end</li> <li>• Effective introduction and conclusion for audience and purpose</li> <li>• Strong connections among ideas, with some syntactic variety</li> </ul>	<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"> <li>• Adequate use of transitional strategies with some variety.</li> <li>• Adequate progression of ideas from beginning to end.</li> <li>• Adequate introduction and conclusion.</li> <li>• Adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• Inconsistent use of transitional strategies with little variety.</li> <li>• Uneven progression of ideas from beginning to end.</li> <li>• Conclusion and introduction, if present, are weak.</li> <li>• Weak connection among ideas</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• Few or no transitional strategies are evident.</li> <li>• Frequent extraneous ideas are included.</li> </ul>

Writing Descriptors	<b>4-Deep Command</b>	<b>3 Sufficient Command</b>	<b>2-Partial Command</b>	<b>1-Minimal Command</b>
<p><b>Elaboration of Evidence</b></p> <p><b>Instructional Strategies to support Elaboration</b></p> <ul style="list-style-type: none"> <li>• Use non-fiction text on a consistent basis.</li> <li>• Conduct close reads of texts.</li> <li>• Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 &amp; 4)</li> <li>• Use author’s Craft/literary devices</li> <li>• Teach the FACADES strategy. (Incorporate various contextual clues into the writing)</li> </ul>	<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"> <li>• Use of evidence from sources is smoothly integrated, comprehensive, and relevant.</li> <li>• Effective use of a variety of elaborative techniques.</li> </ul>	<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"> <li>• Some evidence from sources is integrated, though citations may be general or imprecise.</li> <li>• Adequate use of some elaborative techniques.</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• Evidence from sources is weakly integrated, and citations, if present, are uneven.</li> <li>• Weak or uneven use of elaborative techniques.</li> </ul>	<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"> <li>• Use of evidence from the source material is minimal, absent, in error or irrelevant.</li> </ul>
<p><b>Language &amp; Vocabulary</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• <b>FACADES</b> (Write examples of formal, apposition, example, description, synonym &amp; structural analysis definitions)</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• Use of academic (T-2) and domain-specific (T-3) vocabulary is clearly appropriate for the audience and purpose.</li> </ul>	<p>The response adequately expresses ideas, using a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary is generally appropriate for the audience and purpose.</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose.</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing</p> <ul style="list-style-type: none"> <li>• Use of limited language or domain-specific vocabulary.</li> <li>• May have little sense of audience or purpose.</li> </ul>
<p><b>Conventions</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Embed lessons on punctuation, capitalization and usage in actual writing tasks.</li> <li>• Confer with students about writing.</li> <li>• Engage students in peer editing &amp; revising.</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>• Few, if any, errors in usage and sentence formation.</li> <li>• Effective and consistent use of punctuation, (e.g. quotation marks), capitalization, and spelling.</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• Some errors in usage and sentence formation are present, but no systematic pattern of error is displayed.</li> <li>• Adequate use of punctuation, capitalization, and spelling.</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• Frequent errors in usage may obscure meaning.</li> <li>• Inconsistent use of punctuation, capitalization, and spelling.</li> </ul>	<p>The response demonstrates a lack of command of conventions.</p> <ul style="list-style-type: none"> <li>• Errors are frequent and severe and meaning is often obscured.</li> </ul>

