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| **Smarter Balanced Informative-Explanatory Writing Rubric grades 6-12** |
| **Score** | **Statement of Purpose/Focus and Organization** | **Development: Language and Elaboration of Evidence** | **Conventions** |
| **Statement of Purpose/Focus** | **Organization** | **Elaboration of Evidence** | **Language & Vocab** |
|  | *The response:* | *The response:* | *The response:* | *The response:* | *The response:* |
| 4 | … is **fully sustained** and consistently and **purposefully focused:** controlling idea or **main idea of a topic is focused**, clearly stated, and **strongly maintained** controlling idea or **main idea of a topic is introduced** and communicated clearly within the context | … has a **clear and effective organizational structure** creating unity and completeness: use of a **variety of transitional strategies** **logical progression of ideas** from beginning to end **effective introduction and conclusion** for audience and purpose **strong connections among ideas,** with some syntactic variety | … 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 t**hat is specific and relevant: **use of evidence from sources is smoothly integrated**, comprehensive, and concrete **effective use of a variety of elaborative techniques** | … **clearly and effectively expresses** experiences or events: **effective use of sensory, concrete, and figurative language** clearly advance the purpose | … demonstrates a **strong command of conventions**:**few, if any, errors** in usage and sentence formation **effective and consistent use of punctuation, capitalization, and spelling** |
| 3 | … is **adequately sustained and generally focused**: **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** | … has an **evident organizational structure** and a sense of completeness, though there may be **minor flaws** and some ideas may be loosely connected: **adequate use of transitional strategies** with some variety **adequate progression of ideas** from beginning to end **adequate introduction and conclusion** **adequate**, if slightly inconsistent, **connection among ideas** | … provides **adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details**: **some evidence from sources is integrated**, though citations may be general or imprecise **adequate use of some elaborative techniques** | … **adequately expresses experiences or events**: **adequate use of sensory, concrete, and figurative language** generally advance the purpose | … demonstrates an **adequate command of conventions**: **some errors in usage** and sentence formation but **no systematic pattern of errors is displayed** **adequate use of punctuation, capitalization, and spelling** |
| 2 | … is **somewhat sustained** and may have a **minor drift in focus**: 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 | …has an **inconsistent organizational structure,** and flaws are evident: **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** | … provides **uneven, cursory support/evidence for the controlling idea** or main idea that includes partial or **uneven use of sources, facts, and details**: evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques | … **unevenly expresses experiences** or events: **partial or weak use of sensory, concrete, and figurative language** that may not advance the purpose  | … demonstrates a **partial command of conventions**:  **frequent errors** in usage may **obscure meaning**  **inconsistent use of punctuation, capitalization, and spelling**  |
| 1 | … may be **related to the topic but may provide little or no focus**: may be **very brief** may have a **major drift** focus may be **confusing or ambiguous** | … has **little or no discernible organizational structure**: **few or no transitional strategies** are evident **frequent extraneous ideas** may intrude | … provides **minimal support/evidence for the controlling idea** or main idea that includes **little or no use of sources**, facts, and details: use of **evidence from the source material is minimal**, absent, in error, or irrelevant | … **expression of ideas is vague,** lacks clarity, or is confusing: uses **limited language**  may have **little sense of purpose**  | …**demonstrates a lack of command of conventions**:  **errors are frequent and severe** and meaning is often obscured  |
| 0 | A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].  |