

**GGUSD INFORMATIONAL/EXPLANATORY WRITING RUBRIC** Name: \_\_\_\_\_ Period: \_\_\_\_\_ Score:

*The following rubric was used in grading your essay. Your essay contains all or most of the characteristics listed under the score you received.*

a-b = Statement of Purpose/Focus    c-e = Organization    f-g = Elaboration of Evidence    h = Language and Vocabulary    i-j = Conventions

<b>6</b>	<p><b>SCORE OF 6: SUPERIOR</b> <i>A 6 essay is superior writing, but may have minor flaws.</i></p> <ol style="list-style-type: none"> <li>a. Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>b. Controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> <li>c. Effective, consistent use of a variety of transitional strategies</li> <li>d. Logical progression of ideas from beginning to end</li> <li>e. Skillfully written introduction and conclusion for audience and purpose</li> <li>f. Use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</li> <li>g. Effective use of a variety of elaborative techniques</li> <li>h. Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> <li>i. Demonstrates syntactical variety, but may have minor errors of usage and sentence formation</li> <li>j. Uses standard punctuation, capitalization, and spelling</li> </ol>	<b>3</b>	<p><b>SCORE OF 3: MARGINAL</b> <i>A 3 essay demonstrates developing competence, but is flawed in some significant way(s).</i></p> <ol style="list-style-type: none"> <li>a. Controlling idea or main idea may be clearly focused, but is insufficiently sustained</li> <li>b. Controlling idea or main idea of a topic is unclear or unfocused</li> <li>c. Inconsistent use of basic transitional strategies with little variety</li> <li>d. Uneven progression of ideas from beginning to end</li> <li>e. Introduction and conclusion are weak</li> <li>f. Evidence from sources is weakly integrated and citations, if present are uneven</li> <li>g. Weak or uneven use of elaborative techniques</li> <li>h. Use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> <li>i. Frequent errors in usage may obscure meaning</li> <li>j. Inconsistent use of punctuation, capitalization, and spelling</li> </ol>
<b>5</b>	<p><b>SCORE OF 5: STRONG</b> <i>A 5 essay demonstrates a clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader.</i></p> <ol style="list-style-type: none"> <li>a. Controlling idea or main idea of a topic is focused, clear, and maintained</li> <li>b. Controlling idea or main idea of a topic is adequately introduced and communicated within the context</li> <li>c. Consistent use of transitional strategies</li> <li>d. Recognizable progression of ideas from beginning to end</li> <li>e. Effective introduction and conclusion for audience and purpose</li> <li>f. Use of evidence from sources is integrated with appropriate citation</li> <li>g. Effective use of elaborative techniques</li> <li>h. Use of academic and domain-specific vocabulary is appropriate for the audience and purpose</li> <li>i. Demonstrates some syntactical variety, but may have minor errors of usage and sentence formation</li> <li>j. Consistent use of punctuation, capitalization, and spelling</li> </ol>	<b>2</b>	<p><b>SCORE OF 2: WEAK</b> <i>A 2 essay is seriously flawed.</i></p> <ol style="list-style-type: none"> <li>a. Controlling idea or main idea is unfocused and insufficiently sustained</li> <li>b. Controlling idea or main idea of a topic is unclear or not present</li> <li>c. Limited use of basic transitional strategies with little or no variety</li> <li>d. Unclear progression of ideas from beginning to end</li> <li>e. Introduction and conclusion are attempted</li> <li>f. Evidence from sources is included but not integrated, or appropriately cited</li> <li>g. Elaborative techniques are attempted</li> <li>h. Use of domain-specific vocabulary is largely inappropriate for the audience and purpose</li> <li>i. Frequent errors in usage obscure meaning</li> <li>j. Limited use of punctuation, capitalization, and spelling</li> </ol>
<b>4</b>	<p><b>SCORE OF 4: PROFICIENT</b> <i>A 4 essay demonstrates proficient writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.</i></p> <ol style="list-style-type: none"> <li>a. Controlling idea or main idea is clear, and for the most part maintained, though some loosely relevant material may be present</li> <li>b. Some context for the controlling idea or main idea of the topic is adequate</li> <li>c. Adequate use of transitional strategies with some variety</li> <li>d. Adequate progression of ideas from beginning to end</li> <li>e. Adequate introduction and conclusion</li> <li>f. Some evidence from sources is integrated, though citations may be general or imprecise</li> <li>g. Adequate use of some elaborative techniques</li> <li>h. Use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> <li>i. Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>j. Adequate use of punctuation, capitalization, and spelling</li> </ol>	<b>1</b>	<p><b>SCORE OF 1: INADEQUATE</b> <i>A 1 essay demonstrates fundamental deficiencies in writing skills.</i></p> <ol style="list-style-type: none"> <li>a. Controlling idea or main idea may be confusing or ambiguous</li> <li>b. Controlling idea or main idea of a topic is not present</li> <li>c. Few or no transitional strategies are evident</li> <li>d. Has a major drift in the progression of ideas</li> <li>e. Introduction or conclusion may not be present</li> <li>f. Use of evidence from sources minimal, absent, in error, or irrelevant</li> <li>g. Elaborative techniques are absent</li> <li>h. Uses limited language or domain-specific vocabulary and has little sense of audience and purpose</li> <li>i. Errors are frequent and severe and meaning is often obscure</li> <li>j. Inappropriate or incorrect use of punctuation, capitalization, and spelling</li> </ol>

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