

## Grades 11–12 Informative/Explanatory Writing Rubric

	<b>Not Yet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Advanced</b>
	<b>1 (Not Meeting)</b>	<b>2 (Approaching)</b>	<b>3 (Effective)</b>	<b>4 (Distinguished)</b>
<b>Focus/Controlling Idea</b> <b>CCSS.ELA-Literacy.W.11-12.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. <b>CCSS.ELA-Literacy.W.11-12.4:</b> Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences.	I attempt to address the prompt, but my paper lacks focus or is off-task. I demonstrate little to no understanding of complex ideas and concepts related to the topic or text(s).	I address the prompt appropriately, but I get off-topic at times. I demonstrate limited understanding of complex ideas and concepts related to the topic or text(s).	I address the prompt appropriately and maintain a clear and steady focus. I demonstrate understanding of complex ideas and concepts related to the topic or text(s).	I address all aspects of the prompt appropriately, and I have a strongly developed focus that builds reader interest. I demonstrate strong understanding of the topic or text(s).
<b>Organization</b> (Structure: Overall, Lead, Transitions, Ending) <b>CCSS.ELA-Literacy.W.11-12.2a:</b> Introduce topics; organize complex ideas, concepts, and information so each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. <b>CCSS.ELA-Literacy.W.11-12.2c:</b> Use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts. <b>CCSS.ELA-Literacy.W.11-12.2f:</b> Provide concluding statements or sections that follow from and support information or explanation presented (e.g., articulating implications or significance of topics).	I do not introduce my topic, or the way I try to introduce it is confusing. I do not organize complex ideas, concepts, and information in a unified manner due to a lack of structure. I do not use appropriate transitions or syntax. I do not provide a concluding statement or section that follows from and supports the information presented.	I introduce my topic, but I need to preview my points. I organize some complex ideas, concepts, and information in a unified manner, but I am not consistent and/or my structure is confusing at times. I use appropriate transitions and syntax occasionally, but I am not consistent. I try to include a concluding statement or section, but it does not clearly follow from and/or support information I presented.	I introduce my topic and preview my points in a clear manner. I organize complex ideas, concepts, and information in a clear and unified manner. I use appropriate and varied transitions and syntax consistently. I include a clear concluding statement or section that clearly follows from and/or supports information I presented.	I introduce my topic and preview my points in a clear manner that also engages readers' interest. I organize complex ideas, concepts, and information in a clear and unified manner that engages readers. I use appropriate and varied transitions and syntax that clarify relationships among complex ideas and concepts. My concluding statement or section is clear and thought-provoking, and it logically follows from and/or supports information I presented.
<b>Development</b> (Elaboration, Description) <b>CCSS.ELA-Literacy.W.11-12.2b:</b> Develop topics thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audiences' knowledge of topics. <b>CCSS.ELA-Literacy.W.11-12.2d:</b> Use precise language, domain-specific vocabulary, and techniques, such as metaphor, simile, and analogy, to manage topics' complexity. <b>CCSS.ELA-Literacy.W.11-12.2e:</b> Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing.	I do not develop my ideas fully, or I do not develop them appropriately to the audience's knowledge of the topic. I do not use academic vocabulary. I do not use any metaphors, similes, or analogies. Most of my sentences are short and choppy. My tone is not objective.	I develop my ideas, but I am not completely consistent or some of my development is confusing or inappropriate to the audience's knowledge of the topic. I use some academic vocabulary, but I am not consistent. I use some metaphors, similes, and analogies, but I am not consistent. I have some choppy sentences. I sometimes use an objective tone, but I am not consistent.	I develop my ideas thoroughly and consistently with well-chosen, relevant information that is appropriate to the audience's knowledge of the topic. I use academic vocabulary consistently. I consistently use metaphors, similes, and analogies to manage the complexity of the topic. I vary my sentence structure and avoid choppy sentences. I consistently use an objective tone.	I develop my ideas thoroughly and consistently with well-chosen, sufficient facts, but I also present them in an interesting manner that is appropriate to the audience's knowledge of the topic. I use academic vocabulary and precise word choice to engage and inform readers. I creatively use metaphors, similes, and analogies to manage the complexity of the topic. I consistently vary my sentence structure using different types of phrases and clauses, as well as different styles of sentences. I consistently use an objective tone, and I use it to build readers' interest.

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<b>Conventions</b> <b>CCSS.ELA-Literacy.L.11-12.1:</b> Demonstrate command of conventions of standard English grammar and usage when writing or speaking. <b>CCSS.ELA-Literacy.L.11-12.2:</b> Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	I make many mistakes in my essay, including run-on sentences and/or fragments.  I do not use parallel structure.  I have many punctuation, capitalization, and spelling mistakes that detract from the quality of my essay.  I do not cite my sources.	I make mistakes in usage, tense, and sentence structure that weaken my overall essay.  I attempt to use parallel structure, but I am not consistent.  I have several punctuation, capitalization, and spelling mistakes that occasionally detract from the quality of my essay.  I cite my sources, but I am not consistent, or I do not cite them correctly.	I have some minor mistakes in usage, tense, and sentence structure, but they do not impact the quality of my essay.  I use parallel structure in my essay.  I have a few minor errors in punctuation, capitalization, and spelling, but they do not affect the quality of my essay.  I cite my sources consistently with a few minor errors.	I have few, if any, errors in usage, tense, and sentence structure, but they do not impact the clarity and quality of my essay.  I use parallel structure to develop my points and build readers' interest in my essay.  My essay has few, if any, errors in punctuation, capitalization, and spelling, but they do not impact the clarity and quality of my essay.  I cite my sources consistently and accurately.