**Grades 6-12: Generic 4-Point Informational-Explanatory CCSS Writing Rubric**

| **Score** | Establishment of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
| --- | --- | --- | --- | --- | --- |
| Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary |
| **4** | The response 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 | The response 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, and effective introduction and conclusion for audience and purpose * Strong connections among ideas, with some syntactic variety | 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:   * Use of evidence from sources is smoothly integrated, comprehensive, and concrete * Effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise  language:   * Use of academic and domain-specific vocabulary that is clearly appropriate for the audience and purpose | The response  demonstrates a strong command of conventions:   * Few, if any, errors are present in usage and sentence formation * Effective and consistent use of punctuation, capitalization, and spelling |
| **3** | The response 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 | 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:   * 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 | The response 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 | The response adequately expresses ideas, employing a mix of precise with more general language   * Use of domain-specific vocabulary that is generally appropriate for the audience and purpose | The response  demonstrates an adequate command of conventions:   * Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, & spelling |
| **2** | The response 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 | The response 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 | 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:   * Evidence from sources is weakly integrated, and citations, if present, are uneven * Weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:   * Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | The response  demonstrates a partial command of conventions:   * Frequent errors in usage may obscure meaning * Inconsistent use of punctuation, capitalization, and spelling |
| **1** | The response 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 | The response has little or no discernible organizational structure:   * Few or no transitional strategies are evident * Frequent extraneous ideas may intrude | The response 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 | The response expression of ideas is vague, lacks clarity, or is confusing:   * Uses limited language or domain-specific vocabulary * May have little sense of audience and purpose | The response  demonstrates a lack of command of conventions:   * Errors are frequent and severe and meaning is often obscure |
| **0** | A response gets no credit if it provides no evidence of the ability to {fill in with key language from the intended target]. | | | | |

*\*Point of view begins in 7~~th~~ grade*