**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  |
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| 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
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| **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
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| **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
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| **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
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| **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*