

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	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none">Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintainedControlling idea or main idea of a topic is introduced and communicated clearly within the context	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none">Use of a variety of transitional strategies, logical progression of ideas from beginning to end, and effective introduction and conclusion for audience and purposeStrong connections among ideas, with some syntactic variety	<p>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:</p> <ul style="list-style-type: none">Use of evidence from sources is smoothly integrated, comprehensive, and concreteEffective use of a variety of elaborative techniques	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none">Use of academic and domain-specific vocabulary that is clearly appropriate for the audience and purpose	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none">Few, if any, errors are present in usage and sentence formationEffective and consistent use of punctuation, capitalization, and spelling
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none">Focus is clear and for the most part maintained, though some loosely related material may be present	<p>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:</p> <ul style="list-style-type: none">Adequate use of transitional strategies with some varietyAdequate progression of ideas from beginning to endAdequate introduction and conclusionAdequate, if slightly	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none">Some evidence from sources is integrated, though citations may be general or imprecise	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none">Use of domain-specific vocabulary that is generally appropriate for the audience and purpose	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none">Some errors in usage and sentence formation may be present, but no systematic pattern of errors is

	<ul style="list-style-type: none">Some context for the controlling idea or main idea of the topic is adequate	inconsistent, connection among ideas	<ul style="list-style-type: none">Adequate use of some elaborative techniques		displayed adequate use of punctuation, capitalization, & spelling
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none">May be clearly focused on the controlling or main idea, but is insufficiently sustainedControlling idea or main idea may be unclear and somewhat unfocused	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none">Inconsistent use of transitional strategies with little varietyUneven progression of ideas from beginning to endConclusion and introduction, if present, are weakWeak connection among ideas	<p>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:</p> <ul style="list-style-type: none">Evidence from sources is weakly integrated, and citations, if present, are unevenWeak or uneven use of elaborative techniques	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none">Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none">Frequent errors in usage may obscure meaningInconsistent use of punctuation, capitalization, and spelling
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none">May be very briefMay have a major drift focus may be confusing or ambiguous	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none">Few or no transitional strategies are evidentFrequent extraneous ideas may intrude	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none">Use of evidence from the source material is minimal, absent, in error, or irrelevant	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none">Uses limited language or domain-specific vocabularyMay have little sense of audience and purpose	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none">Errors are frequent and severe and meaning is often obscure

o	A response gets no credit if it provides no evidence of the ability to {fill in with key language from the intended target}.
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**Point of view begins in 7th grade*