Literacy Design Collaborative

Student Work Rubric: Informational/Explanatory Task, Grades 6–8

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
CONTROLLING IDEA	Presents an unclear or unfocused controlling idea.		Presents a **general** controlling idea that **addresses the prompt**, with an **uneven focus**.		**Presents and maintains a clear** controlling idea that addresses **all aspects** of the prompt.		Presents and maintains a clear and **specific** controlling idea that addresses all aspects of the prompt and **takes into account the complexity of the topic.**
SELECTION AND CITATION OF EVIDENCE	Includes minimal details from sources. Sources are used without citation.		Includes **details, examples, and/or quotations** from sources that are **relevant to the controlling idea**. **Inconsistently** cites sources.		Includes details, examples, and/or quotations from sources that are relevant to the controlling **and supporting ideas**. **Consistently** cites sources with **minor formatting errors.**		Includes **well-chosen** details, examples, and/or quotations from sources that **support** the controlling and supporting ideas. Consistently cites sources **using appropriate format.**
DEVELOPMENT/ EXPLANATION OF SOURCES	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explanation of ideas and source material is **minimal** or **contains minor errors.**		**Accurately** explains ideas and source material and **how they support the controlling idea.**		**Thoroughly** and accurately explains ideas and source material, **using reasoning** to support **and develop** the controlling idea.
ORGANIZATION	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.		**Groups ideas and uses some transitions** to connect ideas, with **some lapses in coherence or organization.**		**Groups and sequences** ideas to **develop the controlling idea.** Uses transitions **to clarify the relationships among ideas, concepts, and information.**		Groups and sequences ideas **logically** to develop the controlling idea **and create cohesion.** Uses **varied** transitions to clarify the relationships among ideas, concepts, and information.
CONVENTIONS	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.		**Errors** in standard English conventions **sometimes interfere** with the clarity of the writing. Uses language and tone that are **sometimes inappropriate** to the audience and purpose.		**Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. Uses language and tone **appropriate to the audience and purpose.**		Consistently applies standard English conventions, **with few errors.** Demonstrates **varied syntax** and **precise word choice.** **Consistently** uses language and tone appropriate to the audience and purpose.

ADDITIONAL TASK DEMANDS (WHEN APPLICABLE)	Does not address additional task demands.		Addresses additional task demands **superficially**.		Addresses additional task demands **adequately to support the explanation**.		Addresses additional task demands **effectively to strengthen the clarity and development of the explanation**.
DISCIPLINARY CONTENT UNDERSTANDING	*Add criteria here*		*Add criteria here*		*Add criteria here*		*Add criteria here*