



Student Work Rubric: Informational/Explanatory Task, Grades 9–12

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	1.5	2	2.5	3	3.5	4
CONTROLLING IDEA	Presents a general or unclear controlling idea.		Presents a clear controlling idea that addresses the prompt , with an uneven focus .		Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .		Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
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 support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .		Includes well-chosen details, examples, and/or quotations from sources that fully 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.		Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .		Accurately explains ideas and source material and how they support the controlling idea.		Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
ORGANIZATION	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.		Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .		Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .		Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
CONVENTIONS	Major errors in standard English conventions interfere with the clarity of the writing.		Errors in standard English conventions sometimes interfere with the clarity of the writing.		Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing.		Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice .



	Language or tone is inappropriate.		Uses language and tone that are sometimes inappropriate for the audience and purpose.		Uses language and tone appropriate to the audience and purpose.		Consistently uses language and tone appropriate to the audience and purpose.
ADDITIONAL TASK DEMANDS (OPTIONAL)	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	<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>