

Student Work Rubric - Informational/Explanatory Teaching Task - Grades 6-8

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Attempts to address prompt. Presents an unclear or unfocused controlling idea.		Addresses prompt. Presents a general controlling idea with an uneven focus .		Addresses prompt. Presents and maintains a clear controlling idea.		Addresses prompt. Presents and maintains a clear and specific controlling idea that takes into account the complexity of the topic .
Selection & 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 source material is irrelevant, incomplete, or inaccurate.		Explanation of source material is minimal or contains minor errors .		Accurately explains source material and how it supports the controlling idea .		Thoroughly and accurately explains 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 minor 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	<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>