

## Student Work Rubric - Informational/Explanatory Teaching Task - Grades 9-12

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
<b>Controlling Idea</b>	Addresses prompt.  Presents a general or unclear controlling idea.		Addresses prompt.  Presents a <b>clear</b> controlling idea with an <b>uneven focus</b> .		Addresses prompt.  Presents <b>and maintains</b> a <b>clear, specific</b> controlling idea that <b>takes into account the complexity of the topic</b> .		Addresses prompt.  Presents and maintains a <b>precise, substantive</b> controlling idea that <b>takes into account the complexity of the topic</b> and, where appropriate, <b>acknowledges gaps in evidence or information</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources.  Sources are used without citation.		Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the controlling idea</b> .  <b>Inconsistently</b> cites sources.		Includes details, examples, and/or quotations from sources that <b>support the controlling and supporting ideas</b> .  <b>Consistently</b> cites sources with <b>minor formatting errors</b> .		Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the controlling and supporting ideas.  Consistently cites sources <b>using appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of source material is irrelevant, incomplete, or inaccurate.		Explains source material <b>to support the controlling idea</b> , with <b>some incomplete reasoning or explanations</b> .		<b>Accurately</b> explains source material and <b>how it supports</b> the controlling idea.		<b>Thoroughly</b> and accurately explains source material <b>to support and develop</b> the controlling idea.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.		<b>Groups ideas and uses transitions</b> to develop the controlling idea, with <b>minor lapses in coherence or organization</b> .		<b>Groups and sequences</b> ideas to <b>develop a cohesive explanation</b> . Uses transitions <b>to clarify the relationships among complex ideas, concepts, and information</b> .		Groups and sequences ideas <b>in a logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the <b>precise</b> relationships among complex ideas, concepts, and information.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing.  Language or tone is inappropriate.		Errors in standard English conventions <b>sometimes interfere</b> with the clarity of the writing.  Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.		<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.  Uses language and tone <b>appropriate to the audience and purpose</b> .		Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax</b> and <b>precise word choice</b> .  <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Additional Task Demands (Optional)</b>	Does not address additional task demands.		Addresses additional task demands <b>superficially</b> .		Addresses additional task demands <b>adequately to support the explanation</b> .		Addresses additional task demands <b>effectively to strengthen the clarity and development of the explanation</b> .
<b>Disciplinary Content Understanding</b>	<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>