

## CCSS Informative/Explanatory Writing Rubric (Grades 6-11)

CCSS Informative/Explanatory Writing Rubric (Grades 6-11)					
	Organization and Focus		Evidence and Language		Command of Conventions
Score	Organization	Focus	Evidence	Language	
4	<b>Clear, Effective and Fully Sustained</b> <ul style="list-style-type: none"> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end</li> <li>consistent use of transitions</li> <li>strong connections between and among ideas</li> </ul>	<b>Consistent and Purposeful</b> <ul style="list-style-type: none"> <li>clearly communicated thesis/controlling idea strongly maintained for purpose and audience</li> </ul>	<b>Thorough, Clear and Effective</b> <ul style="list-style-type: none"> <li>relevant and specific comprehensive evidence from sources is integrated</li> <li>clear use of citations and attribution to source material</li> <li>effective use of elaboration techniques</li> </ul>	<b>Precise</b> <ul style="list-style-type: none"> <li>clearly appropriate vocabulary use for audience and purpose</li> <li>effective, appropriate style enhancing content</li> </ul>	<b>Strong</b> <ul style="list-style-type: none"> <li>few, if any, errors in English grammar and usage</li> <li>effective and consistent use of capitalization, punctuation and spelling</li> </ul>
3	<b>Evident and Adequately Sustained</b> <ul style="list-style-type: none"> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate use of transitions</li> <li>adequate connections between and among ideas</li> </ul>	<b>General</b> <ul style="list-style-type: none"> <li>clear thesis/controlling idea mostly maintained for purpose and audience</li> </ul>	<b>Adequate</b> <ul style="list-style-type: none"> <li>relevant but generally adequate evidence from sources is integrated</li> <li>adequate use of citations and attribution to source material</li> <li>adequate use of some elaboration techniques</li> </ul>	<b>Precise and General</b> <ul style="list-style-type: none"> <li>generally appropriate vocabulary use for audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<b>Adequate</b> <ul style="list-style-type: none"> <li>some errors in English grammar and usage, but no pattern is displayed</li> <li>adequate use of capitalization, punctuation and spelling</li> </ul>
2	<b>Inconsistent and Somewhat Sustained</b> <ul style="list-style-type: none"> <li>weak introduction or conclusion, if present</li> <li>uneven progression of ideas from beginning to end</li> <li>inconsistent use of transitions and/or little variety</li> <li>inconsistent or unclear connections between and among ideas</li> </ul>	<b>Minor Drift</b> <ul style="list-style-type: none"> <li>somewhat unclear thesis/controlling idea that may be insufficiently sustained for purpose and/or audience</li> </ul>	<b>Uneven and Cursory</b> <ul style="list-style-type: none"> <li>imprecise, repetitive, vague and/or copied evidence from sources may be weakly integrated</li> <li>weak use of citations and attribution to source material</li> <li>weak or uneven use of elaboration techniques; primarily a source summary</li> </ul>	<b>Simplistic</b> <ul style="list-style-type: none"> <li>uneven or somewhat ineffective vocabulary use for audience and purpose</li> <li>inconsistent or weak style</li> </ul>	<b>Partial</b> <ul style="list-style-type: none"> <li>frequent errors in English grammar and usage which may hinder meaning</li> <li>inconsistent use of capitalization, punctuation and spelling</li> </ul>
1	<b>Little or No</b> <ul style="list-style-type: none"> <li>missing introduction and/or conclusion</li> <li>randomly ordered ideas or unclear progression</li> <li>few or no transitions</li> <li>frequent extraneous ideas</li> </ul>	<b>Little or No</b> <ul style="list-style-type: none"> <li>confusing or ambiguous thesis/controlling idea that may drift from the purpose and/or audience or be too brief</li> </ul>	<b>Minimal</b> <ul style="list-style-type: none"> <li>irrelevant, absent, incorrectly used or predominantly copied evidence from sources is minimally integrated</li> <li>insufficient use of citations/attribution to source material</li> <li>minimal, if any, use of elaboration techniques</li> </ul>	<b>Limited or Ineffective</b> <ul style="list-style-type: none"> <li>limited or ineffective vocabulary use for audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<b>Minimal</b> <ul style="list-style-type: none"> <li>frequent and severe errors in English grammar and usage hindering meaning</li> <li>infrequent use of capitalization, punctuation and spelling</li> </ul>
0	<b>No credit is given if there is no evidence of organization, focus, evidence, language, and conventions according to the above descriptors.</b>				

Adapted from the Smarter Balanced Assessment Consortium Performance Task Writing Rubric, July 2014

For more information contact: Nancy Veatch, ELA Coordinator, Tehama County Department of Education, [nveatch@tehamaschools.org](mailto:nveatch@tehamaschools.org)