**Student Work Rubric - Informational/Explanatory Task - Grades 9-12**

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| **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 & 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.  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** for 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 (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** | *Add criteria here* |  | | *Add criteria here* |  | | *Add criteria here* |  | | *Add criteria here* |