

Informational/Explanatory Rubric for Grades 2–5 Teaching Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.		Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus; stays on task. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea but lacks a clear purpose.		Establishes a controlling idea with a general purpose, though may lack clarity or credibility.		Establishes a credible controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research (when applicable)	Attempts to present information from reading materials but lacks connections or relevance to the prompt.		Presents some information from reading materials relevant to the prompt with minor lapses in accuracy or completeness.		Accurately presents sufficient details from reading materials relevant to the purpose of the prompt.		Accurately and effectively presents information and concrete details from reading materials that are relevant to all parts of the prompt.
Development	Attempts to provide details in response to the prompt, including retelling but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and concrete details to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas but lacks control of structure.		Uses an appropriate structure to address the specific requirements of the prompt, with minor lapses in coherence and/or structure.		Maintains an appropriate organizational structure to address the specific requirements of the prompt, including an introduction of topic, supporting details, and/or a concluding statement or section.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to apply grade-appropriate conventions of standard English* but lacks cohesion and control of grammar, usage, mechanics, language and tone. Does not list sources.		Shows uneven command of cohesion and grade appropriate conventions of standard English.* Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources.		Shows command of cohesion and grade-appropriate conventions of standard English* with few errors. Uses language and tone appropriate to audience, purpose, and specific requirements of the prompt. Lists sources with only minor errors.		Shows well-developed command of cohesion and grade-appropriate conventions of standard English* with few errors. Uses language and tone consistently appropriate to audience, purpose, and specific requirements of the prompt. Lists sources using appropriate format.
Content Understanding	Attempts to include disciplinary content but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.