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

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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 an unclear or unfocused controlling idea. |  | | Presents a **general** controlling idea that **addresses the prompt**, with an **uneven focus**. |  | | **Presents and maintains** **a clear** controlling idea that addresses **all aspects** of the prompt. |  | | Presents and maintains a clear and **specific** controlling idea that addresses all aspects of the prompt and **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 ideas and source material is irrelevant, incomplete, or inaccurate. |  | | Explanation of ideas and source material is **minimal** or **contains minor errors**. |  | | **Accurately** explains ideas and source material and **how they support the controlling idea**. |  | | **Thoroughly** and accurately explains ideas and 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 **some** **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**. |  | | Groupsand 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** | *Add criteria here* |  | | *Add criteria here* |  | | *Add criteria here* |  | | *Add criteria here* |