**Informational/Explanatory**

**Writing Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **4 pt. scale** | **Gradebook**  **Equivalent %** | **Criteria** |
| **Advanced** | 4 | 100 | The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused.  The response provides thorough elaboration of the support/evidence for the thesis/controlling idea. The response clearly and effectively develops ideas, using precise language.  Just a few minor errors in grammar and punctuation that does not impede the reading. |
| 3.75 | 98 |
| 3.50 | 96 |
| **Proficient** | 3.25 | 94 | The response has an organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused.  The response provides adequate elaboration of the support/evidence for the thesis/controlling. The response adequately develops ideas, employing a mix of precise and more general language.  There are a couple minor grammar, spelling, and punctuation errors in each statement, but they do not impede the reading. |
| 3 | 92 |
| **Basic** | 2.75 | 86 | The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained within paragraphs. The response may have a minor drift in focus.  The response provides uneven elaboration of the support/evidence for the thesis/controlling idea. The response develops ideas unevenly, using simplistic language.  There are several errors in grammar, spelling, and punctuation that disrupts the flow of reading. |
| 2.50 | 83 |
| 2.25 | 78 |
| 2 | 75 |
| **Below Basic** | 1.75 | 72 | The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus.  The response provides minimal elaboration of the support/evidence for the thesis/controlling idea. The response is vague, lacks clarity, or is confusion.  Several errors in spelling, grammar, and punctuation that disrupts the flow of reading and distracts the reader from the controlled idea. |
| 1.50 | 69 |
| 1.25 | 67 |
| 1 | 65 |
| .75 | 63 |
| .50 | 60 |
|  | .25 | 55 | No Evidence to support a controlling idea. |