

**Informational or Explanatory Text-Based Writing Rubric
History/Social Studies, Science, & Technical Subjects
Grades 9–10**

	Score of 4	Score of 3	Score of 2	Score of 1
Research 2 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ effectively uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to use credible sources*
Development 3 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ Skillfully integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism ▪ skillfully develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples that are relevant and sufficient; i.e., maps, charts, tables, surveys, lab reports, demographic data 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ Integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism ▪ develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples that are relevant and sufficient; i.e., maps, charts, tables, surveys, lab reports, demographic data 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism ▪ inconsistently develops the topic using well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples that are relevant and sufficient; i.e., maps, charts, tables, surveys, lab reports, demographic data 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient
Organization 2 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ effectively organizes ideas, concepts, and information to make important connections and distinctions ▪ effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts ▪ provides an effective concluding statement or a section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) ▪ effectively uses technology, including the internet, to produce and publish writing* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic ▪ organizes ideas, concepts, and information to make important connections and distinctions ▪ uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts ▪ provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) ▪ uses technology, including the internet, to produce and publish writing* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic ▪ organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/ or repetitive) ▪ inconsistently uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts ▪ provides a concluding statement or section ▪ inconsistently uses technology, including the internet, to produce and publish writing* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization ▪ attempts to use technology, including the internet, to produce and publish writing*
Language/Conventions 1 x	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors*