

Informative/Explanatory Writing Rubric Grades 9-10

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> • skillfully introduces the topic (11-12W2a) • organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole (11-12W2a) • uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (11-12W2b) • skillfully provides a concluding statement or a section that follows from and supports the information or explanation presented (11-12W2f) • skillfully produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4) 	<p>The writing –</p> <ul style="list-style-type: none"> • introduces the topic (9-10W2a) • organizes complex ideas, concepts, and information to make important connections and distinctions (9-10W2a) • uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (9-10W2c) • provides a concluding statement or section that follows from and supports the information or explanation presented (9-10W2f) • produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4) 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to introduce the topic • attempts to organize complex ideas, concepts, and information to make important connections and distinctions • attempts to use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts • attempts to provide a concluding statement or section that follows from and supports the information or explanation presented • attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little or no attempt to introduce the topic • makes little or no attempt to organize complex ideas, concepts, and information to make important connections and distinctions • makes little or no attempt to use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts • makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented • makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>Organization/Purpose 2 x _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> • develops the topic thoroughly by selecting the most significant and relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (11-12W2b) • skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (11-12W2a) • skillfully uses relevant information from multiple authoritative print and digital sources (11-12W8) • integrates information into the text to maintain the flow of ideas, avoiding plagiarism and the overreliance on any one source (11-12W8) • follows standard format for citation, when appropriate (11-12W8) 	<p>The writing –</p> <ul style="list-style-type: none"> • develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (9-10W2b) • includes formatting, graphics, and multimedia when useful to aiding comprehension (9-10W2a) • uses relevant information from multiple authoritative print and digital sources (9-10W8) • integrates information into the text selectively to maintain the flow of ideas and avoid plagiarism (9-10W8) • follows a standard format for citation, when appropriate (9-10W8) 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic • attempts to include formatting, graphics, and multimedia when useful to aid comprehension • attempts to use relevant information from multiple authoritative print and digital sources • attempts to integrate information into the text to maintain the flow of ideas, avoiding plagiarism • attempts to follow standard format for citation with few errors, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little or no attempt to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic • makes little or no attempt to include formatting, graphics, and multimedia when useful to aid comprehension • makes little or no attempt to use relevant information from multiple authoritative print and digital sources • makes little or no attempt to integrate information into the text to maintain the flow of ideas, avoiding plagiarism • makes little or no attempt to follow standard format for citation with few errors, when appropriate 	<p>Evidence/Elaboration 2 x _____</p>

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	Language/Conventions 1 x _____
<p>The writing –</p> <ul style="list-style-type: none"> skillfully establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (11-12W2e) skillfully demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)* has errors that do not interfere with understanding (11-12L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written (9-10W2e) demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)* has errors that do not interfere with understanding (9-10L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which it is written makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 3

CONVENTIONS CHART GRADES 9-10

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (L2c) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Semicolons:</p> <ul style="list-style-type: none"> Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test) (9-10L2a) <p>Colons:</p> <ul style="list-style-type: none"> Uses a colon to introduce a list or quotation (9-10L2b) 	<p>Parallel Construction (9-10L1a):</p> <ul style="list-style-type: none"> With single words (e.g., verbs particularly in informational and technical writing (parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS not parallel: <i>A scientist observes, hypothesized, and analyzed</i>) With clauses (parallel: <i>The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises.</i>) With phrases (e.g., infinitive) parallel: <i>Jamilah likes to hike, swim, and rides a bicycle,</i> not parallel: <i>Jamilah likes to hike, to swim, and rides a bicycle.</i> <p>Phrases and Clauses (9-10L1b):</p> <ul style="list-style-type: none"> uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent) Uses noun, relative, and adverbial to convey specific meanings and add variety and interest to writing or presentations 	<ul style="list-style-type: none"> Use previous grades. (L1)

* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.