

KEYSTONE INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Scoring Domain	Score Point 4 At this score point, the writer—	Score Point 3 At this score point, the writer—	Score Point 2 At this score point, the writer—	Score Point 1 At this score point, the writer—	Score Point 0 At this score point, the writer—
Thesis/Focus	- establishes and sustains a precise controlling idea/thesis - displays a clear understanding of task, purpose, and audience	- establishes a controlling idea/thesis - displays an understanding of task, purpose, and audience	- provides an inconsistent idea/thesis - displays an inadequate understanding of task, purpose, and audience	- provides a vague or indistinct controlling idea - displays a limited understanding of task, purpose, and audience	- provides no evidence of a controlling idea/thesis - displays no understanding of task, purpose, and audience - does not respond to prompt
Organization	- chooses sophisticated organizational strategies appropriate for task, purpose, and audience - includes a clear and well-defined introduction, body, and conclusion	- chooses appropriate organizational strategies for task, purpose, and audience - includes a clear introduction, body, and conclusion	- displays little evidence of organizational strategies - may not include an introduction, body, and conclusion	- displays little to no evidence of organizational strategies - may not include an identifiable introduction, body, and conclusion	- displays no evidence of organizational strategies - does not include an identifiable introduction, body, and conclusion - does not respond to prompt
Content	- provides relevant content and specific and effective supporting details that demonstrate a clear understanding of purpose - uses sophisticated transitional words, phrases, and clauses to link ideas and create cohesion	- provides relevant content and effective supporting details - uses transitional words, phrases, and clauses to link ideas	- provides insufficient content and ineffective supporting details - may use simplistic and/or illogical transitional expressions	- provides minimal content - uses few or no transitional expressions to link ideas	- provides little to no content - does not use transitional expressions to link ideas - does not respond to prompt
Style	- uses consistently precise language and a wide variety of sentence structures - chooses an effective style and tone and maintains a consistent point of view	- uses precise language and a variety of sentence structures - chooses an appropriate style, tone, and point of view	- uses imprecise language and a limited variety of sentence structures - may choose an inappropriate style or tone and may shift point of view	- uses simplistic or repetitious language and limited sentence structures - demonstrates little or no understanding of style, tone, or point of view	- uses simplistic, repetitious language and one type of sentence structure - demonstrates no understanding of style, tone, or point of view - does not respond to prompt