

**Washington West Supervisory Union  
Informative-Explanatory Writing Rubric Grades 7-12**

		<b>Beginning</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Advanced</b>
		<b>STRUCTURE</b>	<b>Statement of Purpose/Focus</b>	<p>The response may be related to the purpose, but may offer little relevant detail:</p> <ul style="list-style-type: none"> <li>• May be very brief</li> <li>• May have a major drift</li> <li>• Focus may be confusing or ambiguous</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• May be clearly focused on the claim but is insufficiently sustained</li> <li>• Controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>
<b>DEVELOPMENT</b>	<b>Organization</b>		<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• Few or no transitional strategies are evident</li> <li>• Frequent extraneous ideas may intrude</li> </ul>	<p>The response has an inconsistent organizational structure and flaws are evident:</p> <ul style="list-style-type: none"> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end</li> <li>• Conclusion and introduction, if present, are weak</li> <li>• Weak connection among ideas</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• Adequate use of transitional strategies with some variety</li> <li>• Adequate sequence of events from beginning to end</li> <li>• Adequate introduction and conclusion</li> <li>• Adequate, if slightly inconsistent, connection among ideas</li> </ul>
	<b>DEVELOPMENT</b>	<b>Elaboration of Evidence</b>	<p>The response provides minimal support/evidence for controlling idea or main idea that includes little or no use of sources, facts and details:</p> <ul style="list-style-type: none"> <li>• Use of evidence from sources is minimal, absent, in error or irrelevant</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts and details:</p> <ul style="list-style-type: none"> <li>• Evidence from sources is weakly integrated and citations, if present, are uneven</li> <li>• Weak or uneven use of elaborative techniques</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts and details:</p> <ul style="list-style-type: none"> <li>• Some evidence from sources is integrated, though citations may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> </ul>
<b>DEVELOPMENT</b>		<b>Craft</b>	<p>No evidence of writer's craft:</p> <ul style="list-style-type: none"> <li>• Details are not present in writing.</li> <li>• No use of text features is present (illustrations, captions, headings, etc.)</li> </ul>	<p>Little evidence of use, or incorrect use of writer's craft:</p> <ul style="list-style-type: none"> <li>• Words used give some details about the topic.</li> <li>• Attempts to use text features is present (illustrations, captions, headings, etc.)</li> </ul>	<p>Shows evidence of using writer's craft:</p> <ul style="list-style-type: none"> <li>• Including word choice and tone to convey information.</li> <li>• Text features are present (illustrations, captions, headings, etc.)</li> <li>• May use some figurative language.</li> </ul>

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<b>CONVENTIONS</b>	<b>Language and Vocabulary</b>	<p><b>The response expression of ideas is vague, lacks clarity or is confusing:</b></p> <ul style="list-style-type: none"> <li>• Uses limited language or domain specific vocabulary</li> <li>• May have little sense of audience and purpose</li> </ul>	<p><b>The response expresses ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>• Use of domain specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul>	<p><b>The response adequately expresses ideas, employing a mix of precise with more general language:</b></p> <ul style="list-style-type: none"> <li>• Use of domain specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p><b>The response clearly and effectively expresses ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>• Use of academic and domain specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>
	<b>Grammar, Usage, Mechanics</b>	<p><b>The response demonstrates a lack of command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Needs support to edit.</li> <li>• Does not demonstrate sentence mastery.</li> <li>• Demonstrates limited understanding of grade cluster appropriate conventions and errors interfere with the meaning.</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Uses resources and support to edit.</li> <li>• Uses some repetitive yet correct sentence structure.</li> <li>• Demonstrates some grade cluster appropriate conventions, but errors obscure meaning.</li> </ul>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Independently uses resources to edit.</li> <li>• Uses correct and varied sentence structures.</li> <li>• Demonstrates grade cluster appropriate conventions; errors are minor and do not obscure meaning.</li> </ul>	<p><b>The response demonstrates a strong command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Independently uses resources to edit.</li> <li>• Uses purposeful and varied sentence structures.</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization and spelling) to enhance meaning.</li> </ul>