

SCORING RUBRIC

Scoring Rubric for Informational or Explanatory Template Tasks

| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced |
|-----------------------|--|-----|---|-----|--|-----|--|
| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. | | Addresses prompt appropriately, but with a weak or uneven focus. | | Addresses prompt appropriately and maintains a clear, steady focus. | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. | | Establishes a controlling idea with a general purpose. | | Establishes a controlling idea with a clear purpose maintained throughout the response. | | Establishes a strong controlling idea with a clear purpose maintained throughout the response. |
| Reading/ Research | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted. | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted. | | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted. | | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant. | | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. | | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question. | | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions. |
| Organization | Attempts to organize ideas, but lacks control of structure. | | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure | | Maintains an appropriate organizational structure to address the specific requirements of the prompt. | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. | | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. |
| Content Understanding | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |