### Informational or Explanatory Text-Based Writing Rubric

#### History/Social Studies, Science, & Technical Subjects

<table>
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<th>Grades 6-8</th>
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<th>Score of 4</th>
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<tr>
<td>Reading/Research</td>
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| 2 ✕ ___ = ___ | The writing –  
  - makes effective use of available resources  
  - effectively uses relevant and sufficient text support from the resources with accuracy  
  - effectively integrates credible sources* | The writing –  
  - makes adequate use of available resources  
  - uses relevant and sufficient text support from the resources with accuracy  
  - uses credible sources* | The writing –  
  - makes limited use of available resources  
  - inconsistently uses relevant and sufficient text support from the resources with accuracy  
  - inconsistently uses credible sources* |
| Development |
| 3 ✕ ___ = ___ | The writing –  
  - addresses all aspects of the writing task with a tightly focused and detailed response  
  - skillfully quotes and/or paraphrases data and conclusions of others while avoiding plagiarism  
  - skillfully develops the topic using well-chosen facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient; i.e., maps, charts, tables, surveys, lab reports, demographic data | The writing –  
  - addresses the writing task with a focused response  
  - quotes and/or paraphrases data and conclusions of others while avoiding plagiarism  
  - develops the topic using well-chosen facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient; i.e., maps, charts, tables, surveys, lab reports, demographic data | The writing –  
  - addresses the writing task with an inconsistent focus  
  - inconsistently quotes and/or paraphrases data and conclusions of others while avoiding plagiarism  
  - inconsistently develops the topic using well-chosen facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient |
| Organization |
| 2 ✕ ___ = ___ | The writing –  
  - effectively introduces the topic  
  - effectively organizes complex ideas, concepts, and information into broader categories  
  - uses effective and varied transitions to 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  
  - effectively uses technology, including the internet, to produce and publish writing* | The writing –  
  - introduces the topic clearly  
  - organizes ideas, concepts, and information into broader categories  
  - uses appropriate and varied transitions to 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  
  - uses technology, including the internet, to produce and publish writing* | The writing –  
  - 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 create cohesion and clarify the relationships among ideas and concepts  
  - provides a sense of closure  
  - inconsistently uses technology, including the internet, to produce and publish writing* |
| Language/Conventions |
| 1 ✕ ___ = ___ | The writing –  
  - 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* | The writing –  
  - 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* | The writing –  
  - 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* |

*If Applicable

TBennett/TMead/JMoyer/PShockley February 2013