Directions: Place the correct number of points earned next to BOY, MOY, and EOY for each category to track progress across the year.

Informative/Explanatory Writing Rubric

Category	(4 points)	(3 points)	(2 points)	(1 point)	(0 points)
FOCUS *(Introduction)* B— M— E—	THESIS is **consistently** appropriate to the task. Attention Getter and Background is tight.	THESIS that is **mostly** appropriate to the task. Attention Getter and Background is provided.	THESIS is **somewhat** appropriate to the task. Attention Getter and/or Background is provided, but could use improvement.	THESIS is **limited** in its appropriateness to the task. Attention Getter and/or Background is weak or absent.	THESIS is absent or inappropriate to the task. Attention Getter and Background is weak or absent.
ORGANIZATION *(Body Paragraphs & Conclusion)* B— M— E—	**Skillfully** organized—**easy to follow;** Clear topic sentence for each paragraph. Conclusion restates the thesis, main points and sums up the prompt.	Organized and clear—**fairly easy to follow;** Topic sentences for most paragraphs. Conclusion restates the thesis, main points and sums up the prompt.	**Somewhat** organized and clear; Evidence that attempt was made to write a conclusion to the prompt.	**Limited** cohesion and clarity**;** Conclusion is not aligned to the prompt.	Lacks coherence, clarity, and cohesion; No conclusion is evident.
TEXTUAL EVIDENCE B— M— E—	**Clear and convincing** reasoning supported by relevant textual evidence for each topic sentence.	Reasoning supported by **adequate** textual evidence for most topic sentence.	Reasoning supported by **basic** textual evidence for at least two topic sentences.	**R**easoning supported by **limited** textual evidence for at least one topic sentence.	Lacks reasoning supported by textual evidence;
LANGUAGE/ VOCABULARY/ CONVENTIONS B— M— E—	Meaning is **enhanced** by language and vocabulary usage. **Complex and complete** sentences. Paper has been proofread with only **1-2** spelling, grammar, or usage errors.	**Complete** sentences. **3-5** spelling, grammar, or usage errors, but the meaning is **clear**.	**Mostly complete** sentences. **6-8** spelling grammar or usage errors, proofreading was not done well; meaning is **generally clear**.	Sentence **fragments**. **9 or more** spelling, grammar or usage errors, shows little to no evidence of proofreading; meaning is **difficult to grasp**.	Academic, or content-specific vocabulary usage is too underdeveloped for task. Sentences are i**ncomprehensible.** Meaning is **impeded**.
CONTENT B— M— E—	Response demonstrates **full** comprehension of ideas by providing an **accurate** analysis of the text.	Response demonstrates comprehension of ideas by providing a **mostly accurate** analysis of the text.	Response demonstrates **basic** comprehension of ideas by providing a **generally accurate** analysis of the text.	Response demonstrates **limited** comprehension of ideas by providing a **minimally accurate** analysis of the text.	Response demonstrates **no** comprehension of ideas by providing an **inaccurate** analysis of the text.

Performance Levels
20-19 = Advanced
18-17 = Accelerated
16-14 = Proficient
13-12 = Basic
11-0 = Limited

BOY TOTAL POINTS = _____/20
ADV   ACC   PRO   BAS   LIM

MOY TOTAL POINTS = _____/20
ADV   ACC   PRO   BAS   LIM

EOY TOTAL POINTS = _____/20
ADV   ACC   PRO   BAS   LIM

Circle One: Self   Peer   Teacher

Period: _____

Date:_____   Date:_____   Date:_____

Name:_____