

# Ohio's State Tests

## English Language Arts

### Informative/Explanatory Writing Rubric

#### Grades 6-12

UPDATED July 2018

**Ohio's State Test**  
**Informative/Explanatory Writing Rubric, Grades 6-12**  
 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A strongly maintained controlling idea/thesis statement with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Appropriate style and objective tone established and maintained</li> </ul>	<p>The response provides thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A maintained controlling idea/thesis statement, though some loosely related material may be present</li> <li>• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support, citing evidence for the controlling idea/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

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Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• A focused controlling idea/thesis statement but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea/thesis statement or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea/thesis statement or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Few transitional strategies</li> <li>• Frequent extraneous ideas that impede understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea/thesis statement or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea/thesis statement and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> <li>• Be blank or show a written refusal to answer</li> <li>• Be presented in a language other than English</li> <li>• Include only a restatement of the stem</li> <li>• Consist of random keystroke characters</li> <li>• Include only bulleted points</li> <li>• Include no transitional strategies</li> </ul>	<p>The response provides no support/evidence related to a main idea/thesis statement and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> <li>• Only direct copy of part of the reading selection</li> <li>• No citations from the source material</li> <li>• No relevant domain-specific vocabulary</li> <li>• No evidence from the support material(s)</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>