

<b>Informative-Explanatory Essay</b> <b>Writing Rubric Criteria (Grades 6-11)</b>		
<b>Statement of Purpose/ Focus and Organization</b> <b>Weight: 40%</b>	<b>Evidence/Elaboration</b> <b>Weight: 40%</b>	<b>Editing/Conventions</b> <b>Weight: 20%</b>
<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly for the purpose, audience, and task</li> </ul> <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas</li> <li>progression of ideas from beginning to end is logical</li> <li>introduction and conclusion are effective for audience and purpose</li> <li>appropriate sentence structure variety produces strong connections among ideas</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, cited, comprehensive, relevant, and concrete</li> <li>a variety of effective elaborative techniques is used</li> </ul> <p>The response demonstrates strategic use of language to produce clear communication:</p> <ul style="list-style-type: none"> <li>precise language clearly and effectively expresses ideas</li> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response displays adequate command of all grade level and preceding level conventions of writing:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>use of punctuation, capitalization, and spelling is adequate</li> </ul>

### References and Citations

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).