

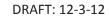


## 4-Point Informative-Explanatory

Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
Purpose/Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	<ul> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>
	<ul> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> </ul>	<ul> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> </ul>	<ul> <li>inconsistent use of transitional strategies and/or little variety</li> </ul>	few or no transitional strategies are evident	
	<ul> <li>logical progression of ideas from beginning to end</li> </ul>	<ul> <li>adequate progression of ideas from beginning to end</li> </ul>	<ul> <li>uneven progression of ideas from beginning to end; basic and/or formulaic structure</li> </ul>	frequent extraneous ideas are evident; may be formulaic	
	effective introduction and conclusion	<ul> <li>adequate introduction and conclusion</li> </ul>	<ul> <li>introduction or conclusion, if present, may be weak</li> </ul>	introduction and/or conclusion may be missing	
	<ul> <li>controlling or main idea of a topic is clear, focused, and strongly maintained</li> </ul>	<ul> <li>controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be present</li> </ul>	<ul> <li>controlling or main idea may be clearly focused but is insufficiently sustained</li> <li>controlling or main idea may</li> </ul>	<ul> <li>may be very brief or have a major drift</li> <li>focus may be confusing or</li> </ul>	
	<ul> <li>controlling or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task</li> </ul>	<ul> <li>main idea of the topic is adequate within the purpose, audience, and task</li> </ul>	be unclear and/or somewhat unfocused	ambiguous	

DRAFT: December 3, 2012





## 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
Evidence/Elaboration	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 clearly and effectively elaborates ideas, using precise language:	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:	<ul> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>
	comprehensive evidence from sources is integrated	some evidence from sources is integrated	<ul> <li>evidence from sources is weakly integrated, vague, or imprecise</li> </ul>	<ul> <li>evidence from the source material is minimal, absent, incorrect, or irrelevant</li> </ul>	
	references are relevant	references may be general	<ul> <li>references may be vague, imprecise, or absent</li> </ul>	<ul> <li>references may be absent or incorrect</li> </ul>	
	effective use of elaborative techniques	adequate use of elaborative techniques	<ul> <li>weak or uneven use of elaborative techniques</li> </ul>	<ul> <li>minimal, if any, use of elaborative techniques</li> </ul>	
	use of domain-specific vocabulary is clearly appropriate for the audience and purpose	<ul> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<ul> <li>use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose</li> </ul>	<ul> <li>use of domain-specific vocabulary is limited or ineffective for the audience and purpose</li> </ul>	