

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

Score	4	3	2	1	NS
<b>Purpose/Organization</b>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• consistent 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</li> <li>• effective introduction and conclusion</li> <li>• controlling or main idea of a topic is clear, focused, and strongly maintained</li> <li>• controlling or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task</li> </ul>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• adequate progression of ideas from beginning to end</li> <li>• adequate introduction and conclusion</li> <li>• controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be present</li> <li>• main idea of the topic is adequate within the purpose, audience, and task</li> </ul>	<p><b>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies and/or little variety</li> <li>• uneven progression of ideas from beginning to end; basic and/or formulaic structure</li> <li>• introduction or conclusion, if present, may be weak</li> <li>• controlling or main idea may be clearly focused but is insufficiently sustained</li> <li>• controlling or main idea may be unclear and/or somewhat unfocused</li> </ul>	<p><b>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas are evident; may be formulaic</li> <li>• introduction and/or conclusion may be missing</li> <li>• may be very brief or have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul>	<ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Copied text</li> <li>• Off-purpose</li> </ul>

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<b>Evidence/Elaboration</b>	<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 clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> <li>● comprehensive evidence from sources is integrated</li> <li>● references are relevant</li> <li>● effective use of elaborative techniques</li> <li>● use of domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● some evidence from sources is integrated</li> <li>● references may be general</li> <li>● adequate use of elaborative techniques</li> <li>● use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● evidence from sources is weakly integrated, vague, or imprecise</li> <li>● references may be vague, imprecise, or absent</li> <li>● weak or uneven use of elaborative techniques</li> <li>● use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>● evidence from the source material is minimal, absent, incorrect, or irrelevant</li> <li>● references may be absent or incorrect</li> <li>● minimal, if any, use of elaborative techniques</li> <li>● use of domain-specific vocabulary is limited or ineffective for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Unintelligible</li> <li>● In a language other than English</li> <li>● Off-topic</li> <li>● Copied text</li> <li>● Off-purpose</li> </ul>