Informational or Explanatory Text-Based Writing Rubric
Grades 11–12

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/ Research 2 x ___ = ___	The writing – ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ effectively uses credible sources*	The writing – ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources*	The writing – ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources*	The writing – ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to cite credible sources*
Development 3 x ___ = ___	The writing – ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ develops the topic skillfully and thoroughly using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	The writing – ▪ addresses the writing task with a focused response ▪ develops the topic thoroughly using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	The writing – ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	The writing – ▪ attempts to address the writing task but lacks focus ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient
Organization 2 x ___ = ___	The writing – ▪ effectively introduces the topic ▪ effectively organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole that supports the writing task ▪ effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ▪ provides an effective concluding statement or a section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	The writing – ▪ introduces the topic ▪ organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole ▪ uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ▪ provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	The writing – ▪ introduces the topic ▪ organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ▪ provides a concluding statement or section	The writing – ▪ identifies the topic ▪ has little or no evidence of purposeful organization

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	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 × ___ = ___	The writing – ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors*	The writing – ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors*

* If applicable