

Student's Name: _____

Essay: _____

Informational Response Rubric

| Point Value | Description—Idea Development, Organization, Coherence |
|-------------|--|
| 4 | <p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Effectively organizes ideas, concepts and information using various strategies such as definition, classification, comparison/contrast, and cause/effect • Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Uses precise language and domain-specific vocabulary to inform about or explain the topic • Establishes and maintains a formal style • Provides a strong concluding statement or section that follows from and supports the information or explanation presented |
| 3 | <p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Generally organizes ideas, concepts and information • Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Maintains a formal style, for the most part • Provides a concluding statement or section |
| 2 | <p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Ineffectively organizes ideas, concepts and information • Attempts to develop a topic with too few details • Uses limited language and vocabulary that does not inform or explain the topic • Uses few transitions to connect and clarify relationships among ideas. • Uses formal style inconsistently or uses an informal style • Provides a weak concluding statement or section |
| 1 | <p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Uses a very informal style • Provides a minimal or no concluding statement or section |
| 0 | <p><i>The student's response is flawed for various reasons and will receive a condition code:.</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off-Topic/Off Task/Offensive |

| Point Value | Description—Language Usage and Conventions |
|-------------|--|
| 3 | <p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning |
| 2 | <p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning* |
| 1 | <p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning |
| 0 | <p><i>The student's response is flawed for various reasons and will receive a condition code:.</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off-Topic/Off Task/Offensive |

Total Score: _____

| | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| 7: 100/A | 6.5: 94/A | 6: 88/B | 5.5: 82/B | 5: 76/C | 4.5: 70/C | 4: 64/F |
| 3.5: 58/F | 3: 52/F | 2.5: 46/F | 2: 40/F | 1.5: 34/F | 1: 28/F | |