**COMMON CORE STATE STANDARDS WRITING RUBRICS (GRADES 11-12) INFORMATIVE**

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| INFORMATIVE  |
| **Description**  | **5 Exceptional**  | **4 Skilled**  | **3 Proficient**  | **2 Developing**  | **1 Inadequate**  |
| **Focus:** The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.  | The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.  | The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.  | The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.  | The text has an unclear topic with some ideas, concepts, and information.  | The text has an unidentifiable topic with minimal ideas, concepts, and information.  |
| **Development**:The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.  | The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.  | The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.  | The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The textprovides a conclusion that supports the topic and examines its implica- tions and significance.  | The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.  | The text contains limited factsand examples related to the topic. The text may or may not provide a conclusion.  |
| **Audience**:The text anticipates the audience’s background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.  | The text consistently addresses the audience’s knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.  | The text anticipates the audience’s knowledge level and concerns about the topic. The text includes appropri- ate formatting, graphics, and/or multi- media that strengthen comprehension.  | The text considers the audience’s knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.  | The text illustrates an inconsistent awareness of the audience’s knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.  | The text lacks an awareness of the audience’s knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/ or multimedia that impedes comprehension.  |
| **Cohesion:** The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.  | The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.  | The text skillfully uses words,phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.  | The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.  | The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.  | The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.  |
| **Language and Style:** The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic.  | The text presents an engaging, formal, and objective tone. Thetext uses sophisticated language, vocabulary, and techniques suchas metaphor, simile, and analogy to manage the complexity of the topic.  | The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to man- age the complexity of the topic.  | The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques suchas metaphor, simile, and analogy to manage the complexity of the topic.  | The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.  | The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques.  |
| **Conventions:** The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).  | The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).  | The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).  | The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).  | The text demonstrates some accu- racy in standard English conven- tions of usage and mechanics.  | The text contains multiple inaccura- cies in Standard English conventions of usage and mechanics.  |