

**Informative-Explanatory Short Essay
Writing Rubric (Grades 6-11)**

Score	Statement of Purpose/Focus and Organization (4-point rubric)	Evidence/Elaboration (4-point rubric)	Conventions/Editing (2-point rubric begins at scorepoint 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> • effective, consistent use of a variety of transitional strategies between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety 	<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 achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> • use of evidence from sources is cited, smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate within the purpose, audience, and task <p>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:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety between and among ideas • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	
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2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none">• may be clearly focused on the controlling or main idea, but is insufficiently sustained• controlling idea or main idea may be unclear and somewhat unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none">• inconsistent use of transitional strategies with little variety• uneven progression of ideas from beginning to end• conclusion and introduction, if present, are weak• weak connection among ideas	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none">• evidence from sources is weakly integrated, and citations, if present, are uneven• weak or uneven use of elaborative techniques <p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none">• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none">• some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed• adequate use of punctuation, capitalization, and spelling
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1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift <p>• focus may be confusing or ambiguous The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<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:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
0			<p>The response demonstrates a lack of command of conventions.</p>
NS	<p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>		