**Rubric: Informative/Explanatory Writing**

***Areas of emphasis for first semester (2014-15): Focus, Development, Audience***

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_ / 12 (score of 9 is proficient)

*This semester, we will emphasize the areas of “focus,” “development,” and “audience.” These are the areas that will be graded for this assessment.*

Score categories: Low: 0-5 Medium: 6-8 High: 9-12

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|  | **Level 1 – Not Proficient** | **Level 2 – Developing** | **Level 3 – Proficient** | **Level 4 – Skilled** |
| **FOCUS**: *The text focuses on a topic to inform a reader with ideas, concepts, info, etc.* | **Unidentifiable topic** with minimal ideas, concepts, info, etc. | **Unclear topic** with some ideas, concepts, info, etc. | **Focuses on a topic** to inform a reader with ideas, concepts, ideas, info, etc. | **Focuses on an interesting topic** that informs the reader with ideas, concepts, info, etc. |
| **DEVELOPMENT**: *The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.* | Contains **limited facts and examples** related to topic. **May fail to offer a conclusion.** | **Provides facts, definitions,** **details, quotations, and examples** that attempt to develop and explain topic. **Conclusion merely restates the development**. | **Provides relevant facts,** **definitions, concrete details,** **quotations, and examples** that develop and explain topic. **Conclusion ties to and supports****information/explanation**. | **Provides effective facts,** **definitions, concrete details,** **quotations, and examples** that sufficiently develop and explain topic. **Conclusion provides the** **implications, significance of and** **future relevance of the topic**, etc. |
| **AUDIENCE**: *The author anticipates the audience’s background knowledge of the topic.* | **Lacks an awareness** of the audience’s knowledge level and needs | **Illustrates an inconsistent awareness** of the audience’s knowledge level and needs. | **Considers the audience’s** **knowledge level** and concerns about topic. Addresses the needs of the audience. | Anticipates the audience’s knowledge level and concerns about topic. **Addresses the specific needs of the audience**. |
| **COHESION**:*The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.* | Few, if any, words, phrases, and clauses to link the major sections. Does not connect the topic and the examples and/or facts. | Contains limited words, phrases, and clauses to link the major sections. Attempts to connect the topic and the examples and/or facts. | Uses words, phrases, and clauses to link the major sections. Connects the topic and the examples and/or facts. | Skillfully uses words, phrases, and clauses to link the major sections. Identifies the relationship between topic and examples and/or facts. |
| **LANGUAGE AND STYLE**:*The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage* *the complexity of the topic.* | Illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary. | Illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary. | Presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. | Presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic. |
| **CONVENTIONS**: *The text uses standard English conventions of usage and mechanics* *along with discipline-specific requirements (i.e. MLA, APA, etc.).* | Contains multiple inaccuracies in standard English conventions of usage and mechanics. | Demonstrates some accuracy in standard English conventions of usage and mechanics. | Demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.). | Uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.). |