

## Informative Essay Writing Rubric

	<b>Ideas</b>	<b>Organization</b>	<b>Word Choice</b>	<b>Sentence Fluency and Voice</b>	<b>Conventions</b>
<b>Descriptors</b>	<i>Focused on a strong central idea, clear purpose, and an understanding of audience</i>	<i>Unified structure, effective organization, and strong transitions</i>	<i>Precise, rich language that expresses ideas and engages the reader</i>	<i>Rhythmic and flowing language, varied sentences, and unique perspective with ideas and details to appeal to the audience</i>	<i>Mechanical and grammatical accuracy</i>
<b>Weight (%)</b>	65	20	5	5	5
<b>6</b>	<b>Exceptional</b> Well-developed ideas using a wide variety of relevant supporting evidence and concrete details appropriate to the prompt, task, purpose, and audience	<b>Exceptional</b> Cohesive structure that's easy for the reader to follow, an engaging introduction, a strong conclusion, and strong, effective transitions	<b>Exceptional</b> Precise language with a variety of powerful and engaging words, well-structured and varied sentences, and excellent use of specific words and academic vocabulary	<b>Exceptional</b> Extremely clear, natural, and flowing sentences, strong variation in length and structure, writing that shows a distinct personality, and style that is very well matched to the topic	<b>Exceptional</b> Few or no errors in grammar, mechanics, punctuation, and spelling
<b>5</b>	<b>Experienced</b> Clearly developed ideas with sufficient use of relevant supporting evidence and details that are largely appropriate to the prompt, task, purpose, and audience	<b>Experienced</b> Mostly cohesive structure that's fairly easy for the reader to follow, a good introduction, and a conclusion with consistent and varied transitions	<b>Experienced</b> Lively language with a variety of engaging words, well-structured and varied sentences, and good use of specific words and academic vocabulary	<b>Experienced</b> Clear, natural, and flowing sentences with good variation in length and structure, writing that shows personality, and style that is well matched to the topic	<b>Experienced</b> Few errors in grammar, mechanics, punctuation, and spelling that do not affect the writing significantly
<b>4</b>	<b>Capable</b> Adequately developed ideas with sufficient use of relevant supporting evidence and details somewhat appropriate to the prompt, task, purpose, and audience	<b>Capable</b> Generally cohesive structure with a clear introduction and a conclusion and some use of transitions	<b>Capable</b> Interesting language with some variation of words, structured, somewhat varied sentences, and adequate use of specific words and academic vocabulary	<b>Capable</b> Easy to follow sentences with some variation in length and structure, writing that shows limited personality, and style that is appropriate to the topic	<b>Capable</b> Some errors in grammar, mechanics, punctuation, and spelling that do not affect the writing significantly
<b>3</b>	<b>Developing</b> Briefly developed ideas with inconsistent or insufficient use of supporting details with limits in appropriateness to the prompt, task, purpose, and audience	<b>Developing</b> Some elements of structure with limited coherence, an introduction, a conclusion, and inconsistent transitions	<b>Developing</b> Ordinary language with insufficient variety, simple sentences with little variation, and some use of specific words and academic vocabulary	<b>Developing</b> Varied sentences that still need better flow, variation, and structure; writing that shows little personality; and style that is not well suited to the purpose	<b>Developing</b> Errors in grammar, mechanics, punctuation, and spelling that cause confusion
<b>2</b>	<b>Emerging</b> Suggestion of a controlling idea; demonstration of minimal understanding of the prompt, purpose, and audience; and few parts of the task completed	<b>Emerging</b> Little paragraph structure and cohesiveness, a poor introduction, poor conclusion, and few transitions	<b>Emerging</b> Uninteresting language, no variation in word choice, simple sentences with no variation, and infrequent use of specific words and academic vocabulary	<b>Emerging</b> Sentences that are too simple or incomplete, choppy writing, writing that shows unclear and inconsistent personality, and style that is inappropriate	<b>Emerging</b> Consistent errors in grammar, mechanics, punctuation, and spelling that significantly interfere with the writing
<b>1</b>	<b>Beginning</b> Underdeveloped ideas lacking focus, few supporting evidence, and details that are inappropriate to the prompt, task, purpose, and audience	<b>Beginning</b> No paragraph structure or cohesion, an unclear introduction and/or conclusion, and no transitions	<b>Beginning</b> Vague language with general and repetitive words, simple sentences with no variation, and specific words or academic vocabulary not used	<b>Beginning</b> Incomplete or incorrect sentences containing errors and little or no structure, writing that shows no personality, and a lack of understanding of style	<b>Beginning</b> Severe errors in grammar, mechanics, punctuation, and spelling that make the writing unclear