

Informative/Explanatory Writing Rubric

| | 4 | 3 | 2 | 1 |
|------------------|--|--|---|---|
| Ideas | The topic is introduced clearly. It is developed and supported with relevant facts and concrete details. If included, quotations are relevant, accurate, and insightful. Carefully selected ideas completely answer the reader's main questions. | The topic is introduced adequately. Some facts, details, and quotations (if included) support the topic adequately. The reader's main questions are frequently answered. | The topic is introduced. Facts, details, and quotations (if included) do not develop and support the topic effectively. A few of the reader's questions are answered. | The topic is not clear. The topic is not supported by facts and details. The author did not think about what questions the reader might have. |
| Organization | The ideas, concepts, and information are organized into a strong introduction, body, and conclusion. Varied, appropriate, and unique transitions connect and clarify relationships among ideas. | The ideas, concepts, and information are organized into an introduction, body, and conclusion. More or better transitions may be needed. | An introduction, body, and conclusion are present. Some transitions may be inappropriate or incorrect. | The text is not organized into an introduction, body, and conclusion. It is hard or impossible to follow the ideas. |
| Voice | The writer's voice is appropriate for the purpose and audience. The tone is informative, respectful, and consistent. | The writer's voice is mostly appropriate for the purpose and audience. The tone is mostly informative and respectful, but may be too informal in some places. | The writer's voice is not very appropriate for the purpose or audience. The tone is inconsistent. | The writer's voice is very weak or absent. The tone is not established. |
| Word Choice | The language is exact and concise. Domain-specific vocabulary is used correctly and explained, as needed. Nouns and verbs are clear and precise, supported by a few carefully selected modifiers. | Some of the language is exact, but some is too general or vague. Some domain-specific vocabulary is used but not explained. Some nouns and verbs are weak, requiring too much help from modifiers. Modifiers are satisfactory. | Some language is confusing. Domain-specific vocabulary may be used incorrectly. Nouns and verbs lack clarity and precision. Too many or too few modifiers are used, and many of these are weak. | Many words are repeated or used incorrectly. Domain-specific vocabulary is not used. |
| Sentence Fluency | The sentences vary greatly in length and structure, adding style and interest. Almost all sentences begin differently. The text flows smoothly and is effortlessly read aloud with inflection. | Sentence length and structure vary somewhat, with some sentences adding style or interest. Some sentence beginnings are repeated. Parts of the text flow smoothly. The paper can be read aloud with inflection. | In many places, the writing does not flow smoothly because sentences are the same length or begin the same way. The paper is difficult to read aloud with inflection. | Sentences are incomplete or incorrect. The text does not flow smoothly. |
| Conventions | The text has been carefully edited. Grammar, usage, and mechanics are correct. | The text contains some minor errors that may distract the reader, but meaning remains clear. | Many errors are repeated. Line-by-line editing in specific places is needed. The errors interfere with meaning in some places. | The text has not been edited. Serious errors affect or alter the meaning. |