# Seven-Point, Two-Trait Rubric

## Trait 1 for Informational/Explanatory Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
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</table>
| Idea Development, Organization, and Coherence | 4 | The student’s response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.  
- Effectively introduces the topic and main idea(s) to be examined  
- Uses an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions  
- Thoroughly develops the topic with well-chosen, relevant, and enough facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience  
- Uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas  
- Effectively uses precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic  
- Establishes and maintains a formal style and an objective tone  
- Provides a strong concluding statement or section that logically follows from the ideas presented |
| | 3 | The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.  
- Introduces the topic and main idea(s) to be examined  
- Has an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear  
- Uses a few pieces of relevant information from sources to develop topic  
- Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear  
- Uses some precise language and domain-specific vocabulary to explain the topic  
- Maintains a formal style and objective tone, for the most part  
- Provides a concluding statement or section that follows from the ideas presented |
| | 2 | The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.  
- Attempts to introduce a topic or main idea  
- Ineffectively organizes ideas, concepts, and information  
- Develops topic, sometimes unevenly, with little relevant information  
- Attempts to link ideas and concepts, but cohesion is inconsistent  
- Uses limited precise language and/or domain-specific vocabulary to manage the topic  
- Attempts to establish formal style and objective tone but struggles to maintain them  
- Provides a weak concluding statement or section |
| | 1 | The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.  
- May not introduce a topic or main idea, or the topic or main idea must be inferred  
- May be too brief to demonstrate an organizational structure, or no structure is evident  
- Provides minimal information to develop the topic, little or none of which is from sources  
- Struggles to link some ideas and concepts, but cohesion is weak throughout  
- Uses vague, ambiguous, inexact, or repetitive language  
- Lacks appropriate formal style and tone  
- Provides a minimal or no concluding statement or section |
| | 0 | The student’s response is flawed for various reasons and will receive a condition code:  
- Code A: Blank  
- Code B: Copied  
- Code C: Too Limited to Score/Illegible/Incomprehensible  
- Code D: Non-English/Foreign Language  
- Code E: Off Topic/Off Task/Offensive |
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<td><strong>Language Usage and Conventions</strong>&lt;br&gt;This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</td>
<td>3</td>
<td>The student’s response demonstrates full command of language usage and conventions.&lt;br&gt;• Uses clear and complete sentence structure, with appropriate range and variety&lt;br&gt;• Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations&lt;br&gt;• Has no errors in usage and/or conventions that interfere with meaning*</td>
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<td>2</td>
<td>The student’s response demonstrates partial command of language usage and conventions.&lt;br&gt;• Uses complete sentences, with some variety&lt;br&gt;• Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations&lt;br&gt;• Has minor errors in usage and/or conventions with no significant effect on meaning*</td>
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<tr>
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<td>1</td>
<td>The student’s response demonstrates weak command of language usage and conventions.&lt;br&gt;• Has fragments, run-ons, and/or other sentence structure errors&lt;br&gt;• Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources&lt;br&gt;• Has frequent errors in usage and conventions that interfere with meaning*</td>
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<td>0</td>
<td>The student’s response is flawed for various reasons and will receive a condition code:&lt;br&gt;• Code A: Blank&lt;br&gt;• Code B: Copied&lt;br&gt;• Code C: Too Limited to Score/Illegible/Incomprehensible&lt;br&gt;• Code D: Non-English/Foreign Language&lt;br&gt;• Code E: Off Topic/Off Task/Offensive</td>
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*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.