

Informational Writing Rubric

| Criteria | Scales | | | | |
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| | <i>Exceptional 5.00</i> | <i>Skilled 4.00</i> | <i>Proficient 3.00</i> | <i>Developing 2.00</i> | <i>Inadequate 1.00</i> |
| Focus (16.6%) The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole. | The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole. | The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole. The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole. | The text has an unclear topic with some ideas, concepts, and information. | The text has an unclear topic with some ideas, concepts, and information. | The text has an unidentifiable topic with minimal ideas, concepts, and information. |
| Development (16.7%) The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance. | The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance. | The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance. | The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance. | The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic. | The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion. |
| Audience (16.7%) The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia | The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or | The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension. | The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension. | The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, | The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate |

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| when useful to aiding comprehension. | multimedia that enhance comprehension. | | | graphics, and/or multimedia that may be distracting or irrelevant. | formatting, graphics, and/or multimedia that impedes comprehension. |
| Cohesion (16.6%) The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax. | The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts. | The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts. | The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts. | The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and /or facts. | The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts. |
| Language and Style (16.7%) The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic. | The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | The text illustrates a limited awareness of formal tone The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy. | The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques. |
| Conventions (16.7%) The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text demonstrates some accuracy in standard English conventions of usage and mechanics. | The text contains multiple inaccuracies in Standard English conventions of usage and mechanics. |