

**Grade 11 Informative/Explanatory Rubric**

	Prompt Task	Development of Explanation	Organization	Language Use
5	Provides a thoughtful context for the explanation. Topic(s) and purpose of explanation are clear from the start. Successfully uses ample relevant evidence from provided texts to support the explanation.	Explains topic(s) completely. Effectively uses ample specific and relevant facts, definitions, details, examples, and/or other appropriate information in the explanation.	Has a clear, well-developed introduction. Provides a logical concluding statement or section. Uses clear and appropriate paragraphing within a coherent whole. Demonstrates clear logical sequencing throughout the explanation to indicate connections between ideas. Consistently uses effective and varied transitions and syntax to link sections of text and enhance coherence.	Uses precise and varied word choice. Employs topic-specific vocabulary successfully. Effectively varies sentence length and complexity. Establishes and maintains an objective tone and a formal style appropriate for the designated audience and purpose throughout the explanation.
4	Topic(s) and purpose of explanation are clear. Appropriately uses some evidence from provided texts to support the explanation.	Explains topic(s) adequately. Explanation includes some specific and relevant facts, definitions, details, examples, and/or other appropriate information.	Has a clear, somewhat-developed introduction. Provides a clear concluding statement or section. Uses appropriate paragraphing. Demonstrates some evidence of logical sequencing of ideas. Consistently uses appropriate transitions within and between sections of text.	Uses mostly specific and somewhat varied word choice. Occasionally employs topic-specific vocabulary successfully. Demonstrates adequate control of sentences with some variety in length and structure. Establishes an objective tone and a formal style appropriate for the designated audience and purpose and maintains them through most of the explanation.
3	Topic(s) and purpose of explanation are apparent within the response as a whole. Evidence from provided texts is used but is limited, overused, or misrepresented.	Explains topic(s) to a limited extent or the explanation is developed unevenly. Explanation includes few or only general facts, details, and examples. Some information may be repetitious or may not be clearly relevant.	Provides a basic introduction and basic concluding statement or section. Generally groups related ideas together in paragraphs but the relationship among ideas may at times be unclear. Demonstrates a little logical sequencing of ideas, though parts of the explanation may seem out of place. Sometimes uses transitions within and/or between sections of text.	Uses general word choice. Attempts to employ topic-specific vocabulary may be unsuccessful. Demonstrates a little variety in sentence structure, although there may be a few long, uncontrolled sentences. Demonstrates some understanding of an objective tone and a formal style appropriate for the designated audience and purpose but fails to maintain them throughout the explanation.



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2	Topic(s) and purpose of explanation are unclear or otherwise confusing. Attempts to use evidence from provided texts are unsuccessful (text sections are lifted exactly, misunderstood, or not relevant to the explanation they are used in support of).	Explains topic(s) by providing some information but explanation is minimal and/or superficial, and parts may be repetitious or not relevant.	Has minimal evidence of an introduction and/or a concluding statement or section. Groups a few related ideas together within the response but overall demonstrates weak paragraphing skills. No sequencing of ideas is demonstrated. Use of transitions is not controlled and may cause confusion.	Uses simple and/or repetitive word choice. Uses repetitive sentence structure and/or long, uncontrolled sentences. Demonstrates limited understanding of an objective tone or a formal style appropriate for designated audience and purpose; tone or style is somewhat distracting.
1	Topic(s) and purpose of explanation are never indicated. No attempt is made to use evidence from provided texts to support the explanation.	Development of topic(s) lacks explanation of ideas, only repeats ideas, or most ideas are not relevant. May demonstrate a lack of understanding of the purpose of explanatory writing.	Lacks an introduction and a concluding statement or section. Demonstrates no understanding of paragraphing (or response may be too short to assess). No sequencing of ideas is demonstrated. Transitions are not used.	Uses awkward, incorrect, and/or confusing word choice and sentence structure. Fails to achieve an objective tone and/or a formal style appropriate for the designated audience and purpose; tone or style is distracting.