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| **Text-Based Explanatory Writing Rubric** |
| ***Score*** | ***Statement of Purpose/Focus and Organization*** | ***Development: Language and Elaboration of Evidence*** | ***Conventions*** |
| ***Statement of Purpose/Focus*** | ***Organization*** | ***Elaboration of Evidence*** | ***Language and Vocabulary*** |
| ***4*** | The response is fully sustained and **consistently** and **purposefully focused**:* a defensible **controlling idea (thesis)** is:
* **focused, clearly stated,** and **strongly maintained** by 3 supporting **subtopics**
* **introduced and communicated clearly** within the **context**
* **topic sentences** **restate** the **subtopic** and **thesis** in **different words**
 | The response has a **clear and effective organizational structure** creating **unity** and **completeness**:* **effective introduction** for audience and purpose
* an **extremely engaging** or **unique** **hook**
* a **clear, thoughtful, concise** **synopsis** of the text’s main ideas
* **purposeful** use of a **variety** of **transitional** strategies:
* **external** (to begin paragraphs)
* **internal** (within paragraphs)
* **logical** **progression** of ideas from beginning to end
* **strong** **connections** among ideas
* **effective conclusion** for audience and purpose
* a clear **review** of the thesis and subtopics
* a unique, thoughtful observation that serves to **connect** main ideas of the text
* an insightful **extension** of the connection that is profoundly relevant to a bigger picture
* a final **echo** sentence that parallels an idea or style from the hook
 | The response provides **thorough and convincing support** for the thesis that includes the **effective use** of **sources, facts,** and **details:** * use of **evidence** from sources is **smoothly integrated, comprehensive, and specific**
* **detailed, logical** **quote** **set**-**ups** provide **excellent, significant context**
* **strong** **text** **quotes** clearly support the subtopic

The response achieves **substantial depth** that is **specific** and **relevant**:* **insightful** **analyses** explain how the quotes **support** the **subtopics**
* **concluding** **sentences** **connect subtopics** to the **thesis** and demonstrate **deeper understanding** of the text
 | The response **clearly** and **effectively** **expresses ideas**, using **precise language**:* use of academic and domain-specific **vocabulary is clearly appropriate** for the **audience** and **purpose**
* **creative, purposeful** use of **stylistic devices,** such as figurative language, poetic devices, etc.
* writes **effectively** in **third person**
* **consistently strong sentences** that are **purposefully** **varied** in **length and structure**
 | The writing contains **effective and consistent use** of:* **heading & formatting**
* **rules of standard English usage & grammar**
* **spelling**
* **capitalization**
* **punctuation**
* **paragraph indents**
* **parenthetical citation (page numbers) with each quote**
* no **run-on sentences**
* no **incomplete sentences**
* **few, if any, errors** are present in usage and sentence formation
* **no systematic pattern** of errorsis displayed
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| ***3*** | The response is **adequately sustained** and **generally focused:*** a defensible **controlling idea (thesis)** is:
* **clear** and for the **most part maintained,** though **some loosely related material** may be present
* **communicated** with **adequate context**
* **topic sentences restate** the **subtopic** and **thesis,** but **wording** may be **similar**
 | The response has an **evident organizational structure** and a sense of **completeness**, though there may be **minor flaws** and some ideas may be loosely connected:* **adequate introduction** for audience and purpose
* an **engaging** **hook**
* an **adequate** **synopsis** of the text’s main ideas
* **adequate** use of **transitional** strategies with **some variety**
* **external** (to begin paragraphs)
* **internal** (within paragraphs)
* **adequate progression** of ideas from beginning to end
* **adequate connection** among ideas
* **adequate conclusion** for audience and purpose
 | The response provides **adequate support** for the thesis that includes the **use** of **sources, facts,** and **details**:* **evidence** from sources is **integrated and balanced**, but may be **general**
* **logical** **quote** **set-ups** provide **sufficient context**
* **text** **quotes** clearly support the subtopic

The response achieves some **depth** that is **relevant**:* **analyses** **adequately** explain how the quotes **support** the **subtopics**
* **concluding** **sentences** that **connect** the **subtopics** to the **thesis**, but may **lack depth**
 | The response **adequately** **expresses ideas**, employing a **mix** of* **precise** with more **general** language
* use of domain-specific **vocabulary** is **generally appropriate** for the **audience** and **purpose**
* some use of **stylistic devices**, such as figurative language, poetic devices, etc.
* **fewer than two** **personal pronouns** (I, me, my, we, us, our, you, your, etc.)
* sentences that are **varied** in **length** and **structure**
 | The response demonstrates an **adequate** use of:* **heading & formatting**
* **rules of standard English usage & grammar**
* **spelling**
* **capitalization**
* **punctuation**
* **paragraph indents**
* **parenthetical citation (page numbers) with each quote**
* few, if any, **run-on sentences**
* few, if any, **incomplete sentences**
* **some errors** in usage and sentence formation may be present
* **any** systematic patterns of errors do not obscure meaning
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| ***2*** | The response is **somewhat sustained** andmay have a **minor drift in focus:*** a defensible **controlling idea (thesis)** may be:
* clearly focused but **insufficiently sustained**
* or **unclear** and **somewhat unfocused**
* **topic sentences** may be **confusing** or **ambiguous**
 | The response has an **inconsistent** **organizational structure**, and flaws are evident:* **introduction** for audience and purpose is **weak**
* a **hook** is present
* a **synopsis** of the text’s ideas is present
* **inconsistent** use of **transitional** strategies with **little variety**
* **external** (to begin paragraphs)
* **internal** (within paragraphs)
* **unbalanced or unclear progression** of ideas from beginning to end
* **weak connection** among ideas
* **conclusion** for audience and purpose is **weak**
 | The response provides **inconsistent** or **cursory support** for the thesis that includes **partial** or **unbalanced** **use** of **sources, facts,** and **details**:* **evidence** from sources is **weakly** **integrated** or **unbalanced**
* **quote** **set**-**ups** provide **insufficient** **context**
* **text quotes** are **loosely related** to the subtopic

The response achieves **inconsistent relevance**:* **analyses** **lack clear connection** to **subtopics**
* **concluding sentences** do **not clearly connect** to the **thesis**
 | The response **expresses inconsistent ideas**, using **simplistic** language:* use of domain-specific **vocabulary may at times be inappropriate** for the **audience** and **purpose**
* an **attempt** at using **stylistic devices,** , such as figurative language, poetic devices, etc.
* **a few personal pronouns** (I, me, my, we, us, our, you, your, etc.)
* some **repetition** in sentence **length** or **structure**
 | The response demonstrates a **partial** and **inconsistent** use of:* **heading & formatting**
* **rules of standard English usage & grammar**
* **spelling**
* **capitalization**
* **punctuation**
* **paragraph indents**
* **parenthetical citation (page numbers) with each quote**
* **run-on sentences**
* **incomplete sentences**
* **frequent errors** in usage and sentence formation **may obscure meaning**
* systematic patterns of errors **may affect meaning**
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| ***1*** | The response may be related to the topic but may provide **little** or **no focus**:* a defensible **controlling idea (thesis)** may be:
* may be **very brief**
* may have a **major drift in focus**
* **topic sentences** may be **unclear**, if present, or may **not restate subtopic** and **thesis**
 | The response has **little** or **no discernible organizational structure**:* **introduction** for audience and purpose is **absent** or **weak**
* a **hook** that that is **absent** or **lacking**
* **little** to **no** **synopsis** of the text’s main ideas
* **few** or **no transitional strategies** are evident
* **unclear progression** of ideas from beginning to end
* **little** to **no connection** among ideas
* **conclusion** for audience and purpose is **absent** or **weak**
 | The response provides **minimal support** for the thesis that includes **little** or **no use** of **sources, facts,** and **details:*** **evidence** from the source material is **minimal, absent,** in **error,** or **irrelevant**
* **quote set-ups** are **unclear** or **absent**
* **text quotes** do **not relate** to the **thesis** or are **absent**
* **analyses lack connection** to **subtopics** or are **absent**
* **concluding sentences** **do not connect** to the **thesis** or are **absent**
 | The response **expresses ideas** in a way that is **vague, lacks clarity**, or is **confusing**:* uses **limited language** or domain-specific **vocabulary**
* may have **little sense** of **audience** and **purpose**
* no **stylistic devices**
* **many personal pronouns**
* **weak sentences** that are **not varied** in **length** or **structure**
 | The response demonstrates a **lack** of **command** of:* **heading & formatting**
* **rules of standard English usage & grammar**
* **spelling**
* **capitalization**
* **punctuation**
* **paragraph indents**
* **parenthetical citation (page numbers) with each quote**
* **run-on sentences**
* **incomplete sentences**
* **errors** or **patterns** of **errors** are **frequent** and **severe** and **meaning** is **often obscured**
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| ***0*** | **A response gets no credit if it provides no evidence of the ability to show or complete the above task.** |

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**Text/DBQ Title** ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score** \_\_\_\_\_\_\_\_\_\_\_ /20 pts. **Adjusted** **Percentage** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /100 %