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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 |
| ***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 |
|  |  |  |  |  |  |
| ***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** |
| ***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** |
| ***0*** | **A response gets no credit if it provides no evidence of the ability to show or complete the above task.** | | | | |

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Period** \_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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