**Fayette County Seven Point Two-Trait Rubric**

**Informational/Explanatory Genre**

|  |  |  |
| --- | --- | --- |
| **Idea Development, Organization, and Coherence**  *This trait examines the writer’s*  *ability to effectively establish a controlling topic and to support the topic with evidence from*  *the text(s) read and to elaborate on the topic with examples,*  *illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an*  *informative/explanatory essay.* | 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 (when designated).*  • Effectively introduces the topic and main idea(s) to be examined.  • Effectively uses an organizational strategy to present information and to maintain focus and to make important connections and distinctions.  •Thoroughly develops the topic with well-chosen, relevant, and sufficient 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 section(s) 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 objective tone.  • Provides a strong concluding statement or section that logically follows from the ideas presented and goes beyond summary.  • Includes accurate information. |
| 3 | *The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus (when designated).*  • 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 source(s) 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.  • Usually uses a formal style and objective tone.  • Provides a concluding statement or section that follows from the ideas presented.  • Includes accurate information. |
| 2 | *The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus (when designated).*  •Attempts to introduce a topic or main idea.  •Ineffectively organizes ideas, concepts and information.  •Develops topic, sometimes unevenly, 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.  •Provides a weak concluding statement or section.  • Includes inaccurate information. |
| 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 (when designated).*  •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.  • Includes inaccurate information. |
| 0 | •The response is completely irrelevant or incorrect, or there is no response.  •The student merely copies the text in the prompt.  •The student copies so much text from the passages that there is not sufficient original work to be scored. |
| **Language, Usage, and**  **Conventions**  *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.*  *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.* | 3 | *The student’s response demonstrates full command of language, usage, and conventions.*  • Uses clear and complete sentence structure, with appropriate range and variety.  • Correctly and consistently attributes and integrates paraphrases and direct quotations to their sources via in-text or parenthetical citations.  • Has almost no errors in usage and/or conventions.  • Fully adheres to MLA formatting and documentation guidelines. |
| 2 | *The student’s response demonstrates partial command of language, usage, and conventions.*  •Uses complete sentences, with some variety.  •Attributes and integrates paraphrases and direct quotations inconsistently to their sources via in text or parenthetical citations.  •Has minor errors in usage and/or conventions.  • Adheres to MLA formatting and documentation guidelines. |
| 1 | *The student’s response demonstrates weak command of language, usage, and conventions.*  •Has fragments, run-ons, and/or other sentence structure errors.  •Makes little if any attempt to attribute and/or integrate paraphrases and direct quotations to their sources.  •Has frequent or major errors in usage and conventions.  • Attempts to adhere to MLA formatting and documentation guidelines. |
| 0 | •The student’s response has many errors that affect the overall meaning, or the response is too brief to determine a score.  •The student copies so much text from the passages that there is not sufficient original work to be scored. |

Students will lose credit for failure to use the assigned number of credible and appropriate sources that are quoted and/or integrated and documented in the Works Cited page. The final grade will be based on the percentage of required sources actually used with each source carrying equal weight.