

UNIT ONE

RUBRIC



STUDENT NAME _____ SUBJECT _____

Writing 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	4 - Advanced	3 – Competent	2 – Limited	1 - Emerging
Organization & Structure	Writing is organized so that ideas are clearly introduced and meaningfully categorized, while information is organized into a logical order that allows for important connections and distinctions to be made by the reader. A purposeful conclusion incorporates an explanation of the significance of the content. Student includes use of formatting, graphics, and multimedia that bring greater comprehension to the reader.	Writing is organized and includes introductions of new ideas. Information is outlined in a clear order that allows for reader understanding. A conclusion incorporates an explanation of the information presented. Student includes use of formatting, graphics, and multimedia that reinforce what has already been stated.	Writing attempts to be organized, but introduction of new ideas or ordering of information is confusing or unclear. A conclusion is present, but simply restates what has already been said. Student includes use of formatting, graphics, and multimedia that is misplaced or confusing.	Writing lacks structure or organization. Ideas are not clearly introduced or do not follow a logical order. A conclusion is missing or detracts from the focus. Formatting, graphics, and multimedia are absent or hinder reader comprehension.
End of Unit Task Date:				
Ideas & Evidence	Ideas are clearly articulated and presented logically so that the reader can easily follow reasoning. Ideas are supported by well-chosen, relevant, and sufficient evidence, concrete details, quotations, and examples appropriate for the audience's knowledge.	Ideas are articulated and presented in a logical order. Ideas are supported by relevant evidence, concrete details, and examples. Quotations are used, but may detract from the flow of the writing.	Ideas are presented in a mostly logical order. Student attempts to support ideas with evidence, details, and examples, but may lack relevance. Quotations may be attempted, but do not add to reader comprehension.	Ideas are presented in a random order. Evidence, details, and examples lack or do not support the corresponding ideas presented.
End of Unit Task Date:				
Language	Student uses a variety of transitions and sentence structures to create cohesion and clarify the relationships among ideas and concepts. Precise language and domain specific vocabulary are used to manage the complexity of the topic and convey a style appropriate for the context and expertise of the reader.	Student uses transitions and sentence structures that create cohesion among ideas and concepts. Domain specific vocabulary is used and language is appropriate for the context and expertise of the reader.	Student's use of transitions and sentence structure lacks variation but attempts to create cohesion. Domain specific vocabulary is only partially used correctly or language doesn't match the style of the discipline.	Writing lacks cohesion due to poor or absent transitions and sentence structure. Language and vocabulary do not match the style of the discipline.
End of Unit Task Date:				

INSTRUCTIONAL NEXT STEPS:

