**Comprehensive Rubric: Informational Writing**

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|  | **4** | **3** | **2** | **1** |
| **Introduction** | Begins with a lead that engages reader; effectively introduces topic; ideas organized and previewed. | Lead is present; topic and related information are introduced adequately. | Lead is missing or confusing; introduction is weak (lacking clear focus); ideas not clearly focused around topic. | No lead; topic not defined or confusing. |
| **Content**  *Requirements*  *Examined & Explained*  *Vocabulary* | Writing demonstrates thorough understanding of content.  Content requirements exceeded.  Content is examined and sufficiently explained; information is accurate and relevant; comprehensive evidence from sources is integrated effectively.  Precise language and subject-specific vocabulary is used accurately & effectively. | Writing demonstrates sufficient understanding of content.  Content requirements met adequately.  Content is explained; Most information is accurate and relevant; evidence from sources is present.  Subject-specific vocabulary is used consistently & accurately. | Writing demonstrates minimal understanding of the content.  Some content requirements met.  Content has been mentioned, but not thoroughly explained; evidence from sources is vague or not integrated well; questionable credibility/accuracy of sources.  Subject-specific vocabulary is sometimes used accurately. | Writing demonstrates misunderstandings about the content.  Content requirements were not met.  Content is absent from paper; evidence from sources is minimal, absent, or incorrect; question of credibility/accuracy of sources.  Subject-specific vocabulary is misused or not present. |
| **Development of Ideas**  *Organization*  *Transitions* | Logical organization of ideas; clear and focused; sufficient and relevant detail.  Appropriate and varied transitions are used throughout to clarify relationships among ideas. | Adequate organization; more detail or clarity needed to develop and extend ideas.  Adequate use of transitions. | Underdeveloped ideas; redundancy or repetitious paraphrasing; may be formulaic.  Inconsistent use of transitions. | Disorganized; details irrelevant or missing; writing may be related to topic but lacks focus.  Minimal, if any, transitions are used. |
| **Conclusion** | Conclusion effectively creates closure to the piece, highlights and supports the key points. | Conclusion adequately supports key points. | Conclusion is present, but lacks clear connection to information presented. | Conclusion is missing or not clearly connected to information presented. |
| **Style** | Style, tone, and language well-suited to audience, task, purpose; consistent throughout the piece. | Style, tone, and language appropriate for the audience, task and purpose. | Style, tone or language may not be appropriate to the audience, task or purpose at times. | Style, tone or task not appropriate to audience, task or purpose. |

Keys to Writing (www.keystoliteracy.com)