

Grade 9-12 SAUSD Writing Rubric – Informative/Explanatory (Writing Standard 2)

Criterion	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	
	5	4	3	2	1
Focus	<p>Insightfully addresses all parts of the writing task</p> <p>Introduces topic(s) in a sophisticated thesis statement</p>	<p>Competently addresses all aspects of the writing task</p> <p>Introduces topic(s) in a clear thesis statement</p>	<p>Superficially addresses all aspects of the writing task</p> <p>Introduces topic(s) in a thesis statement</p>	<p>Partially addresses aspects of the writing task</p> <p>Introduces superficial or flawed topic(s) in a weak thesis statement</p>	<p>Minimally addresses all aspects of the writing task</p> <p>Fails to introduce relevant topic(s) and/or lacks a thesis statement</p>
Organization/ Structure	<p>Maintains a logical and seamless organizational structure</p> <p>Thoroughly develops complex topic(s) with relevant body paragraphs</p> <p>Provides a meaningful and reflective conclusion</p> <p>Creates cohesion through skillful use of transitions between ideas</p>	<p>Maintains a logical organizational structure, includes paragraphs, and transitions between ideas</p> <p>Develops complex topic(s) with relevant body paragraphs</p> <p>Provides a meaningful conclusion</p>	<p>Maintains a mostly logical structure, includes paragraphs and some transitions between ideas</p> <p>Superficially develops topic(s) with relevant body paragraphs</p> <p>Provides a conclusion which repetitively or partially follows the claim</p>	<p>Offers an inconsistent organizational structure and may not include paragraphs or transitions (or transitions are awkward)</p> <p>Inadequately develops topic(s) with minimal body paragraphs</p> <p>Provides a sense of closure</p>	<p>Lacks an apparent organizational structure and transitions, but reader may still follow overall argument</p> <p>Fails to develop topic(s) with body paragraphs</p> <p>Provides an inadequate conclusion or omits conclusion</p>
Evidence/ Support	<p>Provides substantial and pertinent evidence to support topic(s)</p> <p>Seamlessly and effectively integrates and cites credible sources and/or textual evidence</p>	<p>Provides sufficient and relevant evidence to support topic(s)</p> <p>Competently integrates and cites credible sources and/or textual evidence</p>	<p>Provides limited and/or superficial evidence to support topic(s)</p> <p>Ineffectively integrates and cites adequate sources and/or textual evidence</p>	<p>Provides minimal and/or irrelevant evidence to support topic(s)</p> <p>Incorrectly integrates or cites sources and/or textual evidence that may not be credible</p>	<p>Provides inaccurate, little, or no evidence to support topic(s)</p> <p>Does not use or cite sources and/or textual evidence</p>
Development	<p>Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial</p> <p>Shows insightful understanding of topic or text</p>	<p>Provides sufficient and relevant evidence to develop the topic appropriate to audience</p> <p>Shows competent understanding of topic or text</p>	<p>Provides limited and/or superficial evidence to develop the topic appropriate to audience</p> <p>Shows superficial understanding of topic or text</p>	<p>Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience</p> <p>Shows limited or flawed understanding of topic or text</p>	<p>Provides inaccurate, little, or no evidence to support topic</p> <p>Shows no and/or inaccurate understanding of topic or text</p>
Language	<p>Uses purposeful and varied sentence structure</p> <p>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</p> <p>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses correct and varied sentence structure</p> <p>Contains few minor errors in conventions</p> <p>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses mostly correct and some varied sentence structure</p> <p>Contains some errors in conventions which may cause confusion</p> <p>Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses limited and/or repetitive sentence structure</p> <p>Contains numerous errors in conventions which cause confusion</p> <p>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Lacks sentence mastery (e.g., fragments/ run-ons)</p> <p>Contains serious and pervasive errors in conventions</p> <p>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English, completely plagiarized.