



## KAS Informative/Explanatory Rubric—Grades 9-10

**Guiding Principle C2:** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
<b>Clarity and Coherence</b>	<p><b>Ineffectively</b> introduces topic and/or <b>loses focus</b> on the topic.</p> <p><b>Lacks</b> focus on task, purpose and audience.</p> <p><b>Misses many or all</b> demands of the prompt/task.</p>	<p><b>Attempts</b> to introduce and maintain a topic, but <b>may have lapses</b>.</p> <p><b>Attempts</b> to focus on task, purpose and audience, but <b>contains lapses</b>.</p> <p><b>Attempts</b> to address <b>some</b> demands of the prompt/task.</p>	<p><b>Effectively</b> introduces and maintains a topic.</p> <p>Maintains a <b>clear</b> focus on task, purpose and audience.</p> <p>Addresses <b>all</b> demands of the prompt/task.</p>	<p><b>Thoroughly</b> introduces and <b>consistently</b> maintains a topic.</p> <p>Maintains a <b>consistent</b> focus on task, purpose and audience which creates <b>strong cohesion</b> throughout the composition.</p> <p><b>Thoroughly</b> addresses all demands of the prompt/task.</p>
<b>Support</b>	<p><b>Includes minimal or no</b> development of the topic and <b>lacks</b> well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>Makes minimal or no attempt</b> to include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p><b>Provides incomplete, inaccurate and/or irrelevant</b> explanations of evidence, ideas, concepts and information.</p> <p>Provides <b>minimal or unrelated</b> reasoning to link evidence to support ideas.</p>	<p><b>Attempts</b> to develop the topic with relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>Attempts</b> to include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>Provides <b>vague and/or general</b> explanations of evidence, ideas, concepts and information.</p> <p>Provides <b>vague and/or general</b> reasoning that <b>attempts</b> to link evidence to support ideas.</p>	<p><b>Develops</b> the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>Effectively includes</b> formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>Provides <b>clear and accurate</b> explanations of evidence, complex ideas, concepts and information.</p> <p>Provides reasoning that <b>clearly links evidence</b> to support ideas.</p>	<p>Develops the topic <b>skillfully</b> and <b>thoroughly</b> with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic to <b>strengthen the composition</b>.</p> <p><b>Skillfully includes</b> formatting, graphics and multimedia when useful to aiding comprehension to <b>enhance</b> information/explanation.</p> <p>Provides <b>thorough, compelling</b> explanations of evidence, complex ideas, concepts and information.</p> <p>Provides <b>complex, insightful</b> reasoning that <b>clarifies</b> the strengths, limitations and/or <b>nuances</b> of evidence to support ideas.</p>
<b>Sourcing</b>	<p>Uses <b>few or no</b> sources or <b>ineffectively</b> uses sources to examine a topic and to convey ideas, concepts, and information through the selection, organization and analysis of content.</p> <p>Cites <b>little or no</b> evidence. <b>Little or no</b> use of quoting or paraphrasing. Selected facts, definitions, details, quotations, data, conclusions or other information and examples may be <b>irrelevant</b> or <b>inappropriate</b> based on the audience's knowledge of the topic.</p> <p>Follows <b>minimal, incorrect or no</b> standard format for citation. <b>May contain</b> plagiarism.</p>	<p><b>Attempts</b> to use sources to examine a topic and to convey ideas, concepts, and information through the selection, organization and analysis of content, but may have <b>lapsés or inconsistencies</b>.</p> <p><b>Inconsistently</b> cites evidence. <b>Attempts</b> to quote and/or paraphrase relevant facts, extended definitions, concrete details, quotations, data, conclusions or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>Attempts</b> to avoid plagiarism and <b>inconsistently</b> follows a standard format for citation.</p>	<p><b>Clearly and accurately</b> uses sources to examine a topic and to convey complex ideas, concepts, and information through the selection, organization and analysis of content.</p> <p><b>Effectively</b> cites evidence by quoting and/or paraphrasing the <b>most significant</b> and relevant facts, extended definitions, concrete details, quotations, data, conclusions or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Avoids plagiarism and follows a standard format for citation.</p>	<p><b>Accurately and skillfully</b> uses sources to examine a topic and to convey complex ideas, concepts, and information through the selection, organization and analysis of content.</p> <p><b>Consistently and thoroughly</b> cites evidence by quoting and/or paraphrasing the most significant and relevant facts, extended definitions, concrete details, quotations, data, conclusions or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Avoids plagiarism by <b>consistently and thoroughly</b> following a standard format for citation.</p>

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
<b>Organization</b>	<p>Builds <b>minimal or no overall</b> structure to examine and convey the information/explanation.  <b>Ineffectively organizes</b> ideas, concepts, and information which <b>creates a lack of cohesion</b>. <b>Lacks</b> connections and distinctions.            Makes a <b>minimal attempt or</b> makes <b>no attempt</b> to use transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.            Provides a <b>weak</b> concluding statement or section or <b>lacks</b> a concluding statement or section that follows from and supports the information/explanation presented.</p>	<p><b>Attempts</b> to build a structure to examine and convey the information/explanation. <b>Attempts to organize</b> ideas, concepts, and information to make connections and distinctions, but <b>has some lapses that disrupt the cohesion or are inappropriate for the context</b>.  <b>Attempts</b> to use appropriate transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts, but they are <b>simple and infrequent</b>.            Provides a <b>basic</b> concluding statement or section <b>in an attempt</b> to follow from and support the information/explanation presented.</p>	<p>Builds and <b>maintains a clear</b> structure to examine and convey the information/explanation.  <b>Logically organizes</b> complex ideas, concepts, and information to make important connections and distinctions.  <b>Effectively</b> uses appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.            Provides a <b>logical</b> concluding statement or section that follows from and supports the information/explanation presented.</p>	<p>Builds and maintains a <b>sophisticated</b> structure to examine and convey the information/explanation.  <b>Skillfully organizes</b> complex ideas, concepts, and information to make important connections and distinctions <b>to strengthen the composition</b>.  <b>Consistently</b> and <b>skillfully</b> uses appropriate and varied transitions to link the major sections of the text, create <b>strong</b> cohesion and clarify the relationships among complex ideas and concepts.            Provides a logical, <b>thorough</b> concluding statement or section that follows from and <b>clearly solidifies</b> the information/explanation presented.</p>
<b>Language/Conventions</b>	<p><b>Lacks</b> a formal style. Style may be <b>inappropriate</b> for the norms and conventions of the discipline.  <b>Lacks</b> an objective tone. Tone may be <b>inappropriate</b> for the norms and conventions of the discipline.            Uses <b>simple or imprecise</b> language and <b>vague or incorrect</b> domain-specific vocabulary.  <b>Makes significant</b> errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>interfere</b> with understanding the writing.</p>	<p><b>Attempts</b> to establish a formal style while attending to the norms and conventions of the discipline.  <b>Attempts</b> to establish an objective tone while attending to the norms and conventions of the discipline.  <b>Attempts</b> to use precise language, <b>basic</b> domain-specific vocabulary to manage the complexity of the topic.            Makes <b>frequent</b> errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>may interfere</b> with understanding the writing.</p>	<p><b>Establishes and maintains</b> a formal style while attending to the norms and conventions of the discipline.  <b>Establishes and maintains</b> an objective tone while attending to the norms and conventions of the discipline.  <b>Effectively</b> uses precise language, domain-specific vocabulary to manage the complexity of the topic.  <b>Effectively</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>minor</b> errors that <b>do not interfere</b> with understanding the writing.</p>	<p><b>Consistently establishes and maintains</b> a sophisticated, formal style while attending to the norms and conventions of the discipline.  <b>Consistently establishes and maintains</b> an objective tone while attending to the norms and conventions of the discipline.  <b>Consistently</b> and <b>skillfully</b> uses precise language, domain-specific vocabulary to manage the complexity of the topic.  <b>Skillfully</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>few</b>, minor errors that do not interfere with understanding the writing.</p>