

Informative Rubric

Criteria	Focus	Content	Organization	Style	Conventions
4	Conveys accurate and in-depth understanding of topic, task, and audience.	Offers insightful and thorough analysis and explanation through inclusion of substantial, relevant, and well-chosen details.	Skillfully establishes and maintains consistent focus on a clear and compelling thesis through the use of coherent structure and transition words and phrases.	Creates a consistent, effective, and engaging tone through precise control of language, stylistic techniques, and sentence structures.	Demonstrates sophisticated control of grammar, mechanics, spelling, usage, and sentence formation in writing.
3	Conveys accurate understanding of topic, task, and audience.	Offers a clear analysis and explanation through inclusion of sufficient and relevant details.	States thesis and employs effective organizational strategies and structures such as logical sequence and transitions.	Creates a consistent and/or effective tone through control of language, stylistic techniques, and sentence structures.	Demonstrates consistent control of grammar, mechanics, spelling, usage, and sentence formation which allows for comprehension.
2	Provides basic understanding of topic, task, and audience.	Provides analysis and explanation through inclusion of basic details.	States thesis and makes some attempt to connect main ideas and use basic transition words and phrases.	Creates a partially developed tone through control of language and sentence structure.	Demonstrates partial control of grammar, mechanics, spelling, usage, and/or sentence formation that somewhat hinders comprehension.
1	Provides flawed or limited understanding of the topic, task, and audience.	Provides limited analysis and explanation through the inclusion of limited and/or irrelevant details.	Provides a basic and/or unclear thesis with little follow-through on logical structure and minimal attempt to attend to transition words and phrases.	Creates an inconsistent tone because of partial control of language, stylistic techniques, and sentence structures.	Demonstrates minimal control of grammar, mechanics, spelling, usage, and/or sentence formation that makes comprehension difficult.

**Note: If a student does not meet the level 1 criterion but has made an attempt, he/she does not receive a score of zero. Instead, the work should be returned for revision and resubmission.*