Ohio’s State Tests

English Language Arts
Informative/Explanatory Writing Rubric
Grades 6-12

UPDATED July 2018
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization (4-points)</th>
<th>Evidence and Elaboration (4-points)</th>
<th>Conventions of Standard English (Begins at score point 2)</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:  
  • A strongly maintained controlling idea/thesis statement with little or no loosely related material  
  • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas  
  • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion  
  • Appropriate style and objective tone established and maintained  
 | The response provides thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:  
  • Smoothly integrated, thorough, and relevant evidence, including precise references to sources  
  • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text  
  • Clear and effective expression of ideas, using precise language  
  • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose  
  • Varied sentence structure, demonstrating language facility  |  |
| 3     | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:  
  • A maintained controlling idea/thesis statement, though some loosely related material may be present  
  • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas  
  • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion  
 | The response provides adequate support, citing evidence for the controlling idea/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following:  
  • Generally integrated and relevant evidence from sources, though references may be general or imprecise  
  • Adequate use of some elaborative techniques  
  • Adequate expression of ideas, employing a mix of precise and general language  
  • Domain-specific vocabulary generally appropriate for the audience and purpose  
  • Some variation in sentence structure  |  |
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<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization (4-points)</th>
<th>Evidence and Elaboration (4-points)</th>
<th>Conventions of Standard English (2-points)</th>
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| 2     | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea/thesis statement with an inconsistent organizational structure. The response may include the following:  
  • A focused controlling idea/thesis statement but insufficiently sustained or unclear  
  • Inconsistent use of transitional strategies with little variety  
  • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion | The response provides uneven, cursory support/evidence for the controlling idea/thesis statement or main idea that includes partial use of sources, facts, and details. The response may include the following:  
  • Weakly integrated evidence from sources; erratic or irrelevant references or citations  
  • Repetitive or ineffective use of elaborative techniques  
  • Imprecise or simplistic expression of ideas  
  • Some use of inappropriate domain-specific vocabulary  
  • Most sentences limited to simple constructions | The response demonstrates an adequate command of basic conventions. The response may include the following:  
  • Some minor errors in usage but no patterns of errors  
  • Adequate use of punctuation, capitalization, sentence formation, and spelling |
| 1     | The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea/thesis statement or discernible organizational structure. The response may include the following:  
  • Confusing or ambiguous ideas  
  • Few transitional strategies  
  • Frequent extraneous ideas that impede understanding  
  • Too brief to demonstrate knowledge of focus or organization | The response provides minimal support/evidence for the controlling idea/thesis statement or main idea, including little use of sources, facts, and details. The response may include the following:  
  • Minimal, erroneous, or irrelevant evidence or citations from the source material  
  • Expression of ideas that is vague, unclear, or confusing  
  • Limited and often inappropriate language or domain-specific vocabulary  
  • Sentences limited to simple constructions | The response demonstrates a partial command of basic conventions. The response may include the following:  
  • Various errors in usage  
  • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling |
| 0     | The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea/thesis statement and it has no focus or discernible organizational structure. The response may:  
  • Be blank or show a written refusal to answer  
  • Be presented in a language other than English  
  • Include only a restatement of the stem  
  • Consist of random keystroke characters  
  • Include only bulleted points  
  • Include no transitional strategies | The response provides no support/evidence related to a main idea/thesis statement and includes no use of sources, facts or details. The response may include:  
  • Only direct copy of part of the reading selection  
  • No citations from the source material  
  • No relevant domain-specific vocabulary  
  • No evidence from the support material(s) | The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning. |