

# Standard 12th-Grade Informative Writing Rubric

## Focus

*The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.*

**Exceptional (5):** The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.

**Skilled (4):** The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.

**Proficient (3):** The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.

**Developing (2):** The text has an unclear topic with some ideas, concepts, and information.

**Inadequate (1):** The text has an unidentifiable topic with minimal ideas, concepts, and information.

## Development

*The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.*

**Exceptional (5):** The text provides significant and relevant facts, extended definitions, concrete details, quotations, and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.

**Skilled (4):** The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.

**Proficient (3):** The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.

**Developing (2):** The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.

**Inadequate (1):** The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.

## Audience

*The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.*

**Exceptional (5):** The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.

**Skilled (4):** The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension.

**Proficient (3):** The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.

**Developing (2):** The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.

**Inadequate (1):** The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/or multimedia that impedes comprehension.

## Cohesion

*The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.*

**Exceptional (5):** The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.

**Skilled (4):** The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.

**Proficient (3):** The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.

**Developing (2):** The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.

**Inadequate (1):** The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.

## Language and Style

*The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic.*

**Exceptional (5):** The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**Skilled (4):** The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**Proficient (3):** The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**Developing (2):** The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.

**Inadequate (1):** The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques.

## Conventions

*The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).*

**Exceptional (5):** The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).

**Skilled (4):** The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).

**Proficient (3):** The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).

**Developing (2):** The text demonstrates some accuracy in standard English conventions of usage and mechanics.

**Inadequate (1):** The text contains multiple inaccuracies in standard English conventions of usage and mechanics.