SCORING GUIDE for INFORMATIONAL/EXPLANATORY ESSAY

**DEVELOPMENT**

 **\_\_\_\_ 4 well-chosen**, **insightful** evidence, **thoroughly** elaborated with **clear** understanding of the topic

 **\_\_\_\_3 relevant**, **sufficient** evidence, **adequately** explained with **sufficient** understanding of the topic

 **\_\_\_\_2 mostly relevant**, but **insufficient** evidence that **partially** explains with only a **partial**

 understanding of the topic

 **\_\_\_\_1 irrelevant or no** evidence and **inadequately** developed with **little** understanding of the topic

**FOCUS & ORGANIZATION**

 **\_\_\_\_4** contains an **effective** introduction; **effectively** organized to create unity and understanding;

 **clarifies** relationships among ideas; contains an **effective** conclusion

 **\_\_\_\_3** contains a **relevant** introduction; **adequately** organized to create unity and understanding;

 **clarifies most** relationships among ideas; contains a **relevant** conclusion

 **\_\_\_\_2** contains a **limited** introduction; **attempts** to organize to create unity, but ideas may be hard to

 follow; **clarifies some** relationships among ideas, contains a **limited** conclusion

 **\_\_\_\_1** contains **no** introduction; **no** clear organization; **fails** to clarify relationships among ideas; **no**

conclusion

**LANGUAGE**

 **\_\_\_\_4** uses **consistent** and **sophisticated** language and vocabulary; uses **sophisticated** and varied

 sentence structure; uses **sophisticated** and varied transitional words and phrases; **effectively**

 maintains a formal writing style

 **\_\_\_\_3**  **consistently** uses precise language and **grade-level** vocabulary; uses **varied** sentence structures;

 uses **appropriate** and varied transitional words and phrases; **establishes** and **maintains** a

 formal writing style

 **\_\_\_\_2 inconsistently** uses precise language and **little** grade-level vocabulary; **little** variety of sentence

 structures; uses **basic or repetitive** transitional words and phrases; **inconsistent** formal writing

 style

 **\_\_\_\_1 little to no** precise language or grade-level vocabulary**; little or no** variety in sentence structure;

 **no or few** transitional words and phrases; **does not establish** or **maintain** a formal writing style

**CONVENTIONS**

 **\_\_\_\_4** shows **consistent and sophisticated** use of grade-level conventions of standard written English;

 may contain a few minor errors

 **\_\_\_\_3** shows **consistent** use of grade-level conventions of standard written English; contains **some**

 **minor or major errors**, but do not interfere with the meaning

 **\_\_\_\_2** shows **inconsistent** use of grade-level conventions of standard written English; contains **many**

 **errors** that **significantly interfere** with the meaning

 **\_\_\_\_1** shows **limited** use of grade-level conventions of standard written English; contains **many and repeated** errors that **seriously restrict** the meaning

**\_\_\_\_DEVELOPMENT \_\_\_\_FOCUS & ORGANIZATION \_\_\_\_LANGUAGE \_\_\_\_CONVENTIONS**

**\_\_\_\_TOTAL SCORE \_\_\_\_ GRADE**