Kenai Peninsula Borough School District
GRADES 9-10 INFORMATIONAL/EXPLANATORY WRITING
reports; response to informational and literary text, etc.

Students write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Uses organizational strategies such as definition, classification, comparison/contrast, and cause/ effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Expectations	Exceeds Standard 4	Meets Standard 3	Partially Meets Standard 2	Below Standard 1
Ideas, Organization Establishes context and purpose **W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections	The student effectively identifies a topic and establishes an interpretive claim/assertion in the form of a focus/thesis that addresses the prompt; organization of ideas is cohesive. The writer effectively sets context (background information). *If applicable* The student skillfully engages the reader while establishing purpose with a clear focus/thesis.	The student introduces a topic and makes 3-4 important connections and distinctions that are organized in mostly cohesive format. The writer sets context (background information). *If applicable*, the student engages the reader while establishing purpose or focus.	The student introduces a topic and makes 1 or 2 important connections, but the purpose and focus may be weak and not organized cohesively. The writer sets limited context (background information) The student attempts to engage the reader, but is not successful.	The student fails to introduce a topic and may not have a focus; no organizational format is apparent The writer does not set the context. The student does not engage the reader.
Content and Development Demonstrates critical thinking in order to develop the topic **W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotes or examples	The student effectively develops the topic with a depth (3+) of 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. The student references texts and uses relevant and insightful citations to support interpretations, thesis, or drawing conclusions.	The student develops the topic with at least 3 well-chosen, relevant, and sufficient facts, extended definitions, with at least 3 concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. The student references texts or uses relevant citations to support interpretations, thesis, or drawing conclusions.	The student attempts to develop the topic with at least 1 or 2 well-chosen, relevant, and sufficient facts, but concrete details, quotations, or other information may be lacking and/or not accurate. The student references limited texts and attempts to interpret text, but their interpretation and/or conclusion causes confusion.	The student fails to develop the topic and has little to no concrete details. The student references few texts and shows little or no interpretation of the text.

Gr. 9-10 Explanatory/Informative Rubric 11_3/14 v.3

Transitions and Conclusions **W.9-10.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	The student uses effective transitions to link the text, create cohesion, and clarify the relationships.	The students use 3-4 effective transitions to link the text, create cohesion, and clarify relationships.	The student use 1-2 effective transitions to link the text, create cohesion, and clarify relationships.	The student uses ineffective or no transitions.
W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented	The writer provides a dynamic concluding statement or section that leaves the audience with something to consider.	The writer provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	The writer provides a concluding statement but may not support the content.	The writer ends abruptly and there is no credible conclusion that synthesizes information.
Language, Style, and Sentence Structure Uses voice and style to enhance meaning **W.9-10.2d** Use precise language and domain specific vocabulary to manage the complexity of the topic (word choice)	The student skillfully uses precise language and domain-specific vocabulary, and includes such things as metaphors and similes to explain the topic.	The student uses precise language and domain-specific vocabulary to inform about or explain the topic.	The student uses language that is non-academic or general and may not establish an authoritative or academic voice.	The student does not use language that clarifies or supports intent or establishes an authoritative voice.
W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	The writer establishes and maintains a formal style and objective tone with sophisticated word choice.	The writer establishes and maintains a formal style and objective tone with appropriate work choice.	The writer establishes a style that sometimes becomes informal and routine word choice.	The writer does not maintain a formal style and dull word choice.
L.9-10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest	The student skillfully uses a variety of constructed sentences, varied sentence lengths, and structures to enhance meaning.	The student uses a sufficient variety of sentences lengths and structures to enhance meaning throughout most of the paper.	The student does not consistently vary sentence length and structure to enhance meaning and has some sentence errors such as fragments and run-ons.	The student has frequent and severe sentence structure errors and/or lacks sentence variety.

Conventions				
L.9-10.1 Demonstrates command of written language conventions	The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling.	The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.	The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling.
L.9-10.2 Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling	The writer has no errors that interfere with meaning.	The writer has occasional errors that do not interfere with meaning.	The writer has some errors that interfere with meaning.	The writer has numerous errors that interfere with meaning.