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Informational Writing Rubric

II

**For grades 6-E , students may receive an ECR prompt asking them to respond by writing a letter (correspondence) to a specific audience.*

	<ul style="list-style-type: none">• The controlling idea/thesis is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.• A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.• The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. For pairs•

	<p>Student writing demonstrates _____ of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has several errors, but the reader can understand the writer's thoughts.</p>
	<p>Student writing demonstrates _____ of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.</p>