## TNReady Grades 6-8 Informational/Explanatory Rubric

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| **4** | In response to the task and the stimuli, the writing:  
- contains an effective and relevant introduction.  
- utilizes effective organizational strategies to create a unified whole and to aid in comprehension.  
- effectively clarifies relationships among ideas and concepts to create cohesion.  
- contains an effective and relevant concluding statement or section.  
In response to the task and the stimuli, the writing:  
- utilizes well-chosen, relevant, and sufficient evidence\(^1\) from the stimuli to thoroughly and insightfully develop the topic.  
- thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.  
The writing:  
- illustrates consistent and sophisticated command of precise language and domain-specific vocabulary\(^2\) appropriate to the task.  
- illustrates sophisticated command of syntactic variety for meaning and reader interest.  
- utilizes sophisticated and varied transitional words and phrases.  
- effectively establishes and maintains a formal style and an objective tone.  
The writing:  
- demonstrates consistent and sophisticated command of grade-level conventions of standard written English.\(^3\)  
- may contain a few minor errors that do not interfere with meaning. |
| **3** | In response to the task and the stimuli, the writing:  
- contains a relevant introduction.  
- utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension.  
- clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion.  
- contains a relevant concluding statement or section.  
In response to the task and the stimuli, the writing:  
- utilizes relevant and sufficient evidence\(^1\) from the stimuli to adequately develop the topic.  
- adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.  
The writing:  
- illustrates consistent command of precise language and domain-specific vocabulary\(^2\) appropriate to the task.  
- illustrates consistent command of syntactic variety for meaning and reader interest.  
- utilizes appropriate and varied transitional words and phrases.  
- establishes and maintains a formal style and an objective tone.  
The writing:  
- demonstrates consistent command of grade-level conventions of standard written English.\(^3\)  
- contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning. |
| **2** | In response to the task and the stimuli, the writing:  
- contains a limited introduction.  
- demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times.  
- clarifies some relationships among ideas and concepts, but there are lapses in focus.  
- contains a limited concluding statement or section.  
In response to the task and the stimuli, the writing:  
- utilizes mostly relevant but insufficient evidence\(^1\) from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.  
- explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.  
The writing:  
- illustrates inconsistent command of precise language and domain-specific vocabulary.\(^2\)  
- illustrates inconsistent command of syntactic variety.  
- utilizes basic or repetitive transitional words and phrases.  
- establishes but inconsistently maintains a formal style and an objective tone.  
The writing:  
- demonstrates inconsistent command of grade-level conventions of standard written English.\(^3\)  
- contains frequent errors that may significantly interfere with meaning. |
| **1** | In response to the task and the stimuli, the writing:  
- contains no or an irrelevant introduction.  
- demonstrates an unclear organizational structure; ideas are hard to follow most of the time.  
- fails to clarify relationships among ideas and concepts; concepts are unclear or there is a lack of focus.  
- contains no or an irrelevant concluding statement or section.  
In response to the task and the stimuli, the writing:  
- utilizes mostly irrelevant or no evidence\(^1\) from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.  
- inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.  
The writing:  
- illustrates little to no use of precise language and domain-specific vocabulary.\(^2\)  
- illustrates little to no syntactic variety.  
- utilizes no or few transitional words and phrases.  
- does not establish or maintain a formal style and an objective tone.  
The writing:  
- demonstrates limited command of grade-level conventions of standard written English.\(^3\)  
- contains numerous and repeated errors that seriously impede meaning. |

\(^1\) Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

\(^2\) Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

\(^3\) Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.