

MY Access! ® 6-Point Informative/Expository Writing Rubric

	Focus & Meaning	Content & Development	Organization	Language Use, Voice & Style	Mechanics & Conventions
	The extent to which the response establishes and maintains a controlling idea (or central idea), an understanding of purpose and audience, and completion of the task.	The extent to which the response develops ideas fully and artfully using extensive, specific, accurate, and relevant details. (<i>facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations</i>)	The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices.	The extent to which response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice.	The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling.
6	Very effective Focus & Meaning Establishes and maintains an insightful controlling idea; demonstrates a thorough understanding of the purpose and audience; completes all parts of the task and may go beyond the limits of the task.	Very Effective Content & Development Develops ideas <i>fully and artfully</i> , using a <i>wide variety of appropriate details</i> to support ideas.	Very Effective Organization. Demonstrates a <i>cohesive and unified structure</i> with an <i>engaging introduction</i> and a <i>strong conclusion</i> ; <i>effective use of paragraphing and transitional devices</i> throughout.	Very Effective Language Use, Voice & Style Demonstrates <i>precise language</i> and <u>word choice</u> , a <i>defined voice</i> , and a <i>clear sense of audience</i> ; uses <i>well-structured and varied sentences</i> .	Very effective control of Conventions & Mechanics. <i>Few or no errors</i> in grammar, <u>mechanics, punctuation and spelling</u> .
5	Good Focus & Meaning. Establishes and maintains a clear controlling idea and demonstrates a general understanding of the purpose and audience; completes most parts of the task.	Good Content & Development. Develops ideas <i>clearly</i> , using <i>sufficient and appropriate details</i> to support ideas.	Good Organization. Demonstrates a <i>mostly unified structure</i> with a <i>good introduction and conclusion</i> ; <i>consistent use paragraphing and transitional devices</i> .	Good Language Use, Voice & Style. Demonstrates <i>appropriate language</i> and <u>word choice</u> , with <i>some evidence</i> of voice and a <i>clear sense of audience</i> ; uses <i>well-structured sentences with some variety</i> .	Good control of Conventions & Mechanics. <i>Few errors</i> in <u>grammar, mechanics, punctuation and spelling</u> that <i>do not interfere with the message</i> .
4	Adequate Focus & Meaning. Establishes a controlling idea and demonstrates a basic understanding of the purpose and audience; completes many parts of the task.	Adequate Content & Development. Develops ideas <i>adequately</i> , using <i>sufficient details</i> to support ideas.	Adequate Organization. Demonstrates a <i>generally unified structure</i> with a <i>noticeable introduction and conclusion</i> ; <i>inconsistent use of paragraphing and transitional devices</i>	Adequate Language Use, Voice & Style. Demonstrates <i>appropriate language</i> and <u>word choice</u> , with an <i>awareness of audience</i> and control of <u>voice</u> ; generally uses correct <u>sentence structure</u> with <i>some variety</i> .	Adequate control of Conventions & Mechanics. <i>Some errors</i> in <u>grammar, mechanics, punctuation and spelling</u> that <i>do not significantly interfere</i> with the communication of the message.
3	Limited Focus & Meaning. Establishes a controlling idea but demonstrates little understanding of the purpose and audience; completes some parts of the task.	Limited Content & Development. Develops ideas <i>briefly and inconsistently</i> , using <i>insufficient details</i> to support ideas.	Limited Organization. Demonstrates <i>evidence of structure</i> with an <i>uncertain introduction and conclusion</i> ; <i>lacks paragraphing and some transitional devices</i> .	Limited Language Use, Voice & Style. Demonstrates <i>simple language</i> and <u>word choice</u> , with <i>some awareness of audience</i> and control of <u>voice</u> ; relies on <i>simple sentences with insufficient sentence variety and word choice</i> .	Limited control of Conventions & Mechanics. <i>Several noticeable errors</i> in <u>grammar, mechanics, punctuation and spelling</u> that may <i>interfere</i> with the communication of the message.
2	Minimal Focus & Meaning. Suggests a controlling idea but demonstrates minimal understanding of the purpose and audience; completes few parts of the task.	Minimal Content & Development. Develops ideas <i>incompletely and inadequately</i> , using <i>few details</i> to support ideas.	Minimal Organization. Demonstrates <i>little evidence</i> of structure with a <i>poor introduction and conclusion</i> ; <i>little evidence of paragraphing and transitional devices</i> .	Minimal Language Use, Voice & Style. Demonstrates <i>poor language</i> and <u>word choice</u> , with <i>little awareness of audience</i> ; makes <i>basic errors in sentence structure and usage</i> .	Minimal control of Conventions & Mechanics. <i>Patterns of errors</i> in <u>grammar, mechanics, punctuation and spelling</u> that <i>substantially interfere</i> with the communication of the message.
1	Inadequate or no Focus & Meaning. Fails to establish a controlling idea and demonstrates no understanding of purpose and audience; completes no parts of the task.	Inadequate or no Content & Development. <i>Fails</i> to develop ideas, using <i>no details</i> to support ideas.	Inadequate or no Organization. Demonstrates <i>no evidence</i> of structure with <i>no introduction or conclusion</i> ; <i>no evidence of paragraphing and transitional devices</i> .	Inadequate Language Use, Voice & Style. Demonstrates <i>unclear or incoherent language</i> and <u>word choice</u> , <i>no awareness of audience</i> , and <i>major errors in sentence structure and usage</i> .	Inadequate or no control of Conventions & Mechanics. <i>Errors so severe</i> in <u>grammar, mechanics, punctuation and spelling</u> that they <i>significantly interfere</i> with the communication of the message.