

	Focus and Purpose	Content Development/Elaboration	Organization	Language Use, Voice, and Style	Mechanics and Conventions
	<b>The extent to which the response establishes and maintains a thesis/controlling idea, demonstrates a clear understanding of purpose and audience, and completes all parts of the task.</b>	<b>The extent to which the response develops ideas by integrating specific, relevant support and/or source-based evidence<sup>1</sup> (e.g., concrete details, facts, examples, quotes, statistics, and explanations).</b>  <b>1. If applicable with prompt tasks that include sources.</b>	<b>The extent to which the response demonstrates a cohesive and unified organizational structure, paragraphing, and transitional strategies that clarify relationships among ideas and concepts.</b>	<b>The extent to which the response establishes and consistently maintains a style and tone appropriate to the audience, demonstrates effective control of language, and uses domain-specific word choice and varied sentence structure.</b>	<b>The extent to which the response demonstrates control of mechanics and conventions, including grammar, punctuation, and spelling.</b>
<b>6-Very Effective</b>	Demonstrates a thorough and insightful understanding of the task, purpose, and audience. Establishes and maintains a clearly focused thesis/controlling idea throughout the response. Completes all parts of the task and may go beyond the limits of the task.	Develops ideas by adeptly integrating specific details and/or citing credible, source-based evidence <sup>1</sup> to support the thesis/controlling idea. Uses a variety of elaborative techniques.	Demonstrates a cohesive and unified structure that clarifies relationships among ideas and concepts. Contains an engaging introduction and an insightful conclusion. Uses effective and skillful paragraphing and transitional strategies throughout.	Demonstrates a very effective style and tone, precise control of language, domain-specific word choice, and an exceptional awareness of audience. Uses well-structured and varied sentences.	Contains few or no errors in grammar, mechanics, punctuation, and spelling.
<b>5-Good</b>	Demonstrates a clear understanding of the task, purpose, and audience. Establishes and maintains an effective thesis/controlling idea throughout the response. Completes all parts of the task.	Develops ideas by successfully integrating specific details and/or citing credible, source-based evidence <sup>1</sup> to support the thesis/controlling idea. Uses consistent elaborative techniques.	Demonstrates a mostly unified structure that clarifies relationships among ideas and concepts. Contains a strong introduction and conclusion. Uses consistent paragraphing and transitional strategies.	Demonstrates an effective style and tone, consistent control of language, domain-specific word choice, and a clear awareness of audience. Mostly uses well-structured and varied sentences.	Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.
<b>4-Adequate</b>	Demonstrates a general understanding of the task, purpose, and audience. Adequately establishes and maintains a thesis/controlling idea throughout the response. Completes most parts of the task.	Develops ideas by adequately integrating some specific details and/or citing source-based evidence <sup>1</sup> to support the thesis/controlling idea. Uses sufficient elaborative techniques.	Demonstrates a generally unified structure that sufficiently connects ideas and concepts. Contains an adequate introduction and conclusion. Uses adequate paragraphing and transitional strategies.	Demonstrates an appropriate style and tone, adequate control of language, domain-specific word choice, and a general awareness of audience. Mostly uses correct sentence structure with some sentence variety.	Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.
<b>3-Limited</b>	Demonstrates a limited understanding of the task, purpose, and audience. The thesis/controlling idea may be unclear or unfocused. Completes some parts of the task.	Partially develops ideas with inconsistent details and/or irrelevant source-based evidence <sup>1</sup> to support the thesis/controlling idea. Uses weak or ineffective elaborative techniques.	Demonstrates limited evidence of organizational structure that connects ideas and concepts. May contain an uncertain introduction and/or conclusion. Uses inconsistent paragraphing and transitional strategies with little variety.	May demonstrate an appropriate style and tone, limited control of language, simplistic word choice, and some awareness of audience. May use simple or repetitive sentence structure with insufficient sentence variety.	Contains several noticeable or distracting errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.
<b>2-Minimal</b>	Demonstrates a minimal understanding of the task, purpose, and audience. Establishes a weak thesis/controlling idea. Completes few parts of the task.	Develops ideas incompletely with insufficient details and/or source-based evidence <sup>2</sup> to support the thesis/controlling idea. Uses minimal elaborative techniques.	Demonstrates minimal evidence of organizational structure that connects ideas and concepts. Contains a weak introduction and/or conclusion. Uses ineffective paragraphing and transitional strategies.	Demonstrates an ineffective style and tone, minimal control of language, vague word choice, and a minimal awareness of audience. Makes basic errors in sentence structure and uses little sentence variety.	Contains serious errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.
<b>1-Inadequate</b>	Demonstrates a lack of understanding of the task, purpose, and audience. The thesis/controlling idea may be confusing or ambiguous. Completes few or no parts of the task.	Demonstrates little, if any, development of ideas. Lacks support for a thesis/controlling idea and provides inadequate details and/or source-based evidence. <sup>1</sup>	Demonstrates little or no evidence of organizational structure or connection of ideas. Lacks an introduction and/or conclusion. Uses little or no paragraphing and transitional strategies.	Demonstrates little evidence of style, tone, or control of language. Uses confusing or incoherent word choice and exhibits no awareness of audience. Makes major errors in sentence structure.	Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.

# Vantage Learning 6-Point Informative/Expository Holistic Rubric

**Characteristics of Writing** — Responses are evaluated based on the following five characteristics of writing: Focus and Purpose; Content Development/Elaboration; Organization; Language Use, Voice, and Style; and Mechanics and Conventions.

## 6 – The "6" response very effectively communicates the writer's message.

- Demonstrates a thorough and insightful understanding of the task, purpose, and audience. Establishes and maintains a clearly focused thesis/controlling idea throughout the response. Completes all parts of the task and may go beyond the limits of the task.
- Develops ideas by adeptly integrating specific details and/or citing credible, source-based evidence<sup>1</sup> to support the thesis/controlling idea. Uses a variety of elaborative techniques.
- Demonstrates a cohesive and unified structure that clarifies relationships among ideas and concepts. Contains an engaging introduction and an insightful conclusion. Uses effective and skillful paragraphing and transitional strategies throughout.
- Demonstrates a very effective style and tone, precise control of language, domain-specific word choice, and an exceptional awareness of audience. Uses well-structured and varied sentences.
- Contains few or no errors in grammar, mechanics, punctuation, and spelling.

## 5 – The "5" response clearly communicates the writer's message.

- Demonstrates a clear understanding of the task, purpose, and audience. Establishes and maintains an effective thesis/controlling idea throughout the response. Completes all parts of the task.
- Develops ideas by successfully integrating specific details and/or citing credible, source-based evidence<sup>1</sup> to support the thesis/controlling idea. Uses consistent elaborative techniques.
- Demonstrates a mostly unified structure that clarifies relationships among ideas and concepts. Contains a strong introduction and conclusion. Uses consistent paragraphing and transitional strategies.
- Demonstrates an effective style and tone, consistent control of language, domain-specific word choice, and a clear awareness of audience. Mostly uses well-structured and varied sentences.
- Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.

## 4 – The "4" response adequately communicates the writer's message.

- Demonstrates a general understanding of the task, purpose, and audience. Adequately establishes and maintains a thesis/controlling idea throughout the response. Completes most parts of the task.
- Develops ideas by adequately integrating some specific details and/or citing source-based evidence<sup>1</sup> to support the thesis/controlling idea. Uses sufficient elaborative techniques.
- Demonstrates a generally unified structure that sufficiently connects ideas and concepts. Contains an adequate introduction and conclusion. Uses adequate paragraphing and transitional strategies.
- Demonstrates an appropriate style and tone, adequate control of language, domain-specific word choice, and a general awareness of audience. Mostly uses correct sentence structure with some sentence variety.
- Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.

## 3 – The "3" response partially communicates the writer's message.

- Demonstrates a limited understanding of the task, purpose, and audience. The thesis/controlling idea may be unclear or unfocused. Completes some parts of the task.
- Partially develops ideas with inconsistent details and/or irrelevant source-based evidence<sup>1</sup> to support the thesis/controlling idea. Uses weak or ineffective elaborative techniques.
- Demonstrates limited evidence of organizational structure that connects ideas and concepts. May contain an uncertain introduction and/or conclusion. Uses inconsistent paragraphing and transitional strategies with little variety.
- May demonstrate an appropriate style and tone, limited control of language, simplistic word choice, and some awareness of audience. May use simple or repetitive sentence structure with insufficient sentence variety.
- Contains several noticeable or distracting errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.

## 2 – The "2" response minimally communicates the writer's message.

- Demonstrates a minimal understanding of the task, purpose, and audience. Establishes a weak thesis/controlling idea. Completes few parts of the task.
- Develops ideas incompletely with insufficient details and/or source-based evidence<sup>1</sup> to support the thesis/controlling idea. Uses minimal elaborative techniques.
- Demonstrates minimal evidence of organizational structure that connects ideas and concepts. Contains a weak introduction and/or conclusion. Uses ineffective paragraphing and transitional strategies.
- Demonstrates an ineffective style and tone, minimal control of language, vague word choice, and a minimal awareness of audience. Makes basic errors in sentence structure and uses little sentence variety.
- Contains serious errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.

## 1 – The "1" response inadequately communicates the writer's message.

- Demonstrates a lack of understanding of the task, purpose, and audience. The thesis/controlling idea may be confusing or ambiguous. Completes few or no parts of the task.
- Demonstrates little, if any, development of ideas. Lacks support for a thesis/controlling idea and provides inadequate details and/or source-based evidence.<sup>1</sup>
- Demonstrates little or no evidence of organizational structure or connection of ideas. Lacks an introduction and/or conclusion. Uses little or no paragraphing and transitional strategies.
- Demonstrates little evidence of style, tone, or control of language. Uses confusing or incoherent word choice and exhibits no awareness of audience. Makes major errors in sentence structure.
- Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.

1. If applicable with prompt tasks that include sources.