

## Arizona and MY Access!® Rubric Alignment Informative/Explanatory (Grades 6-11)

AASA (Arizona Academic Standards Assessment) Informative/Text-based	MY Access! Informative/Explanatory
<p><b>Purpose, Focus, and Organization</b></p> <ul style="list-style-type: none"> <li>• Consistently <b>focused within purpose, audience, and task</b></li> <li>• <b>Effective organizational structure</b> creating coherence and completeness</li> <li>• <b>Strongly maintained controlling idea with little or no loosely related material</b></li> <li>• Skillful use of a <b>variety of transitional strategies to clarify the relationships between and among ideas</b></li> <li>• Logical progression of ideas from beginning to end with a <b>satisfying introduction and conclusion</b></li> <li>• Appropriate style and objective tone established and maintained</li> </ul>	<p><b>Focus and Purpose</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough and insightful <b>understanding of the task, purpose, and audience.</b></li> <li>• <b>Establishes and maintains a clearly focused thesis/controlling idea throughout the response.</b></li> <li>• <b>Completes all parts of the task</b> and may go beyond the limits of the task.</li> </ul>
<p><b>Evidence and Elaboration</b></p> <ul style="list-style-type: none"> <li>• <b>Smoothly integrated, thorough, and relevant evidence, including precise references to sources,</b> facts and details</li> <li>• Effective <b>use of a variety of elaborative techniques</b>(including, but not limited to definitions, quotations, and examples) demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using <b>precise language</b></li> <li>• Academic and <b>domain-specific vocabulary</b> clearly <b>appropriate for the audience</b> and purpose</li> <li>• <b>Varied sentence structure,</b> demonstrating language facility</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a <b>cohesive and unified structure</b> that <b>clarifies the relationships among ideas and concepts.</b></li> <li>• Very effectively demonstrates a cohesive and unified structure that supports the argument with an <b>engaging introduction and a strong conclusion.</b></li> <li>• Uses effective and <b>skillful paragraphing and transitional strategies</b> throughout.</li> </ul>
<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• <b>Some minor errors</b> in usage but no patterns of errors</li> <li>• <b>Adequate use of punctuation, capitalization, sentence formation, and spelling.</b></li> </ul>	<p><b>Content Development/Elaboration</b></p> <ul style="list-style-type: none"> <li>• Develops ideas by adeptly <b>integrating specific details and/or citing credible, source-based evidence to support the thesis/controlling idea.</b></li> <li>• Uses a variety of elaborative techniques.</li> </ul>
	<p><b>Language, Use, Voice, and Style</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a very effectively style, <b>precise control of language, domain-specific word choice,</b> and a <b>well-defined sense of audience.</b></li> <li>• <b>Uses well-structured and varied sentences.</b></li> </ul>
	<p><b>Mechanics and Conventions</b></p> <ul style="list-style-type: none"> <li>• <b>Contains few or no errors in grammar, mechanics, punctuation and spelling.</b></li> </ul>