

**Utah and MY Access!® Rubric Alignment  
Informative/Expository Grades 3-5**

| Utah Informative Writing Rubric  | MY Access! Informative/Expository  |
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| <p><b>Statement of Purpose/Focus and Organization</b></p> <ul style="list-style-type: none"> <li>-Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained.</li> <li>-Controlling idea or main idea of a topic is introduced and <b>communicated clearly within the purpose, audience, and task.</b></li> <li>-Use of a variety of <b>transitional strategies to clarify the relationships between and among ideas.</b></li> <li>-Logical progression of <b>ideas</b> from beginning to end.</li> <li>-<b>Effective introduction and conclusion for audience and purpose.</b></li> </ul> | <p><b>Focus and Purpose/Organization</b></p> <ul style="list-style-type: none"> <li>-Establishes and <b>maintains a clearly focused thesis/controlling idea throughout the response.</b></li> <li>-Demonstrates a thorough and <b>insightful understanding of the task, purpose, and audience.</b></li> <li>-Develops ideas by <b>adeptly integrating</b> specific details and/or citing <b>credible, source-based evidence</b> to support the <b>thesis/controlling idea.</b></li> <li>-Uses a <b>variety of elaborative techniques.</b></li> <li>-Demonstrates a cohesive and unified structure that <b>clarifies relationships among ideas</b> and concepts.</li> <li>-Contains an engaging <b>introduction</b> and an <b>insightful conclusion.</b></li> <li>-Uses effective and skillful paragraphing and <b>transitional strategies</b> throughout.</li> </ul> |
| <p><b>Evidence and Elaboration</b></p> <ul style="list-style-type: none"> <li>-<b>Use of evidence from sources</b> is smoothly integrated, comprehensive, and relevant.</li> <li>-<b>Effective use of a variety of elaborative techniques.</b></li> <li>-Use of <b>academic and domain-specific vocabulary</b> is clearly appropriate for the audience and purpose.</li> </ul>   | <p><b>Content Development/Elaboration</b></p> <ul style="list-style-type: none"> <li>-Develops ideas by adeptly integrating specific details and/or citing credible, <b>source-based evidence</b> to <b>support the thesis/controlling idea.</b></li> <li>-<b>Uses a variety of elaborative techniques.</b></li> </ul> <p><b>Language Use, Voice, and Style</b></p> <ul style="list-style-type: none"> <li>-Demonstrates a very effective style and tone, precise <b>control of language</b>, and an exceptional awareness of audience.</li> <li>-<b>Uses well-structured and varied sentences.</b></li> </ul>   |
| <p><b>Conventions/Editing</b></p> <ul style="list-style-type: none"> <li>-<b>Some errors</b> in usage and <b>sentence formation</b> may be present, but no systematic pattern of errors is displayed.</li> <li>-Adequate use of <b>punctuation, capitalization, and spelling.</b></li> </ul>   | <p><b>Mechanics and Conventions</b></p> <ul style="list-style-type: none"> <li>-Contains <b>few or no errors</b> in <b>grammar, mechanics, punctuation, and spelling.</b></li> </ul>   |

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