

DRAFT

English Language Arts  
Text-based Writing Rubrics  
Grades 6–11: Informative/Explanatory



<b>Grades 6-11</b>			
<b>Informative/Explanatory Text-based Writing Rubric</b>			
<b>(Score points within each domain include most of the characteristics below.)</b>			
<b>Score</b>	<b>Purpose, Focus, and Organization (4-point Rubric)</b>	<b>Evidence and Elaboration (4-point Rubric)</b>	<b>Conventions of Standard English (2-point Rubric begins at score point 2)</b>
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear <b>controlling idea</b> and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• <del>Clearly stated and</del> Strongly maintained controlling idea with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Established and maintained appropriate style and objective tone</li> </ul>	<p>The response provides thorough and convincing support, <b>citing</b> /evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples), <b>demonstrating an understanding of the topic and text</b></li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Various sentence <b>structures</b> creating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has <b>a clear controlling idea and</b> evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• <del>Clear and</del> Maintained controlling idea, though some loosely related material may be present</li> <li>• Adequate use of <b>a variety of</b> transitional strategies <del>with some variety</del> to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>• Established appropriate style and objective tone</li> </ul>	<p>The response provides adequate support, <b>citing</b> /evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

*Continued on the following page*

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a <b>controlling idea with</b> an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Focused <del>on the</del> controlling idea but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources; <del>and</del> erratic or irrelevant references <b>or citations</b></li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Few or no transitional strategies</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

**Text-based Writing Stimulus and Prompt Guidelines**

**Writing Prompt Specifications**

**Overall Task Description**

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and can cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

**Stimulus Attributes**

The complexity of the texts used as stimuli should be accessible for the applicable grade. While this is primarily a writing test, a grade-appropriate level of literacy is required. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams can be included with the stimuli. The graphics used, however, must be purposeful to the task and should supplement the student’s understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

The stimuli for the **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student can take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor’s legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education may require at least two additional sources to verify the information in the text.

The stimulus will consist of two to four texts. The approximate combined word count of the text sets is listed in the table below.

<b>Grade Level</b>	<b>Minimum Word Count</b>	<b>Maximum Word Count</b>
6	1000	1600
7	1000	1700
8	1000	1800
9	1100	1900
10	1100	2000
11	1100	2000

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.

**Text-based Writing Stimulus and Prompt Guidelines**

For the **informative/explanatory** writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.

For the **opinion/argumentative** writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion (grades 4–5) or to argue and support a claim (grades 6–11).

**Assessed Standards**

The Florida Standards Writing Assessment will assess the following standards from the appropriate grades:

LAFS.W.1.1 or LAFS.W.1.2

LAFS.L.1.1

LAFS.W.2.4

LAFS.L.1.2

LAFS.W.2.5

LAFS.L.2.3

LAFS.W.2.6

LAFS.L.3.4

LAFS.W.3.8

LAFS.L.3.5

LAFS.W.3.9

LAFS.L.3.6

**Text-based Writing Stimulus and Prompt Guidelines**

**Directions Template**

**Grades 6–11**

Write an explanatory essay about. . . . Your essay must be based on ideas and information that can be found in the “. . .” passage set.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to

- use evidence; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Type your response in the space provided.

**Text-based Writing Stimulus and Prompt Guidelines**

**Acceptable Text Types**

<b>Informational Text</b>	<b>Literary Text</b>
<p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> <li>• Historical documents (e.g., Bill of Rights)</li> <li>• Essays (e.g., informational, persuasive, analytical, historical, scientific)</li> <li>• Letters, journals, diaries</li> </ul> <p>Secondary Sources/Nonfiction</p> <ul style="list-style-type: none"> <li>• Magazine articles</li> <li>• Newspaper articles</li> <li>• Editorials</li> <li>• Encyclopedia articles</li> </ul> <p>Functional Materials</p> <ul style="list-style-type: none"> <li>• Consumer documents (e.g., warranties, manuals, contracts, applications)</li> <li>• Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</li> <li>• How-to articles</li> <li>• Brochures, fliers</li> <li>• Schedules</li> <li>• Website pages</li> </ul>	<p>Literary Nonfiction</p> <ul style="list-style-type: none"> <li>• Biographical and autobiographical sketches</li> <li>• Diaries, memoirs, journals, letters</li> <li>• Essays (e.g., personal and classical narratives)</li> <li>• Critiques</li> </ul> <p>Literary Fiction</p> <ul style="list-style-type: none"> <li>• Short stories</li> <li>• Poetry</li> <li>• Historical fiction</li> <li>• Fables</li> <li>• Folk tales, tall tales</li> <li>• Legends</li> <li>• Myths</li> <li>• Drama</li> <li>• Fantasy</li> <li>• Excerpts from longer works</li> </ul>

## Text-based Writing Stimulus and Prompt Guidelines

### Possible Topics

#### Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

#### Science, Technology, Engineering, and

##### Mathematics

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

#### Health and Physical Education

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

#### Business Management and Administration

- Finance
- Financial Literacy
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

#### Social Studies

- U.S. History
- Civics and Government
- Geography
- Economics

#### World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

#### Arts

- Dance
- Music
- Theater
- Visual Arts

#### Interests

- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journey

**Text-based Writing Stimulus and Prompt Guidelines**