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| **TURNITIN.COM -- INFORMATIVE/EXPLANATORY RUBRIC for GRADES 11-12** | | | | | |
| **Description** | **5 Exceptional** | **4 Skilled** | **3 Proficient** | **2 Developing** | **1 Inadequate** |
| **Focus:**  The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole. | The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole. | The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole. | The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole. | The text has an unclear topic with some ideas, concepts, and information. | The text has an unidentifiable topic with minimal ideas, concepts, and information. |
| **Development**:  The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance. | The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance. | The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and  significance. | The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance. | The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic. | The text contains limited facts  and examples related to the topic. The text may or may not provide a conclusion. |
| **Audience**:  The text anticipates the audience’s background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension. | The text consistently addresses the audience’s knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension. | The text anticipates the audience’s knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multi- media that strengthen comprehension. | The text considers the audience’s knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension. | The text illustrates an inconsistent awareness of the audience’s knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant. | The text lacks an awareness of the audience’s knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/ or multimedia that impedes comprehension. |
| **Cohesion:**  The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax. | The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts. | The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts. | The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts. | The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts. | The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts. |
| **Language and Style:**  The text presents a formal style and objective tone and uses language, vocabulary, and techniques such  as metaphor, simile, and analogy to manage the topic. | The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy. | The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques. |
| **Conventions:**  The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.). | The text demonstrates some accuracy in standard English conventions of usage and mechanics. | The text contains multiple inaccuracies in Standard English conventions of usage and mechanics. |