

B.Y.O.R. - Scoring Rubric for Informational or Explanatory Template Tasks

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Comment [1]: This is a build-your-own-rubric graphic organizer that just uses the New Tech Network 4-column rubric for Informational/Explanatory Tasks ONLY AS A PLACE-HOLDER. You can easily copy/paste any other type of 4-column rubric for writing in the top area and still use the bottom.

Scoring Elements	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.

Based on the mentor text AND/OR the feedback received on our drafts, our group has decided to ADD the following **noticeable and impactful** characteristics to the rubric. Across the rubric, describe the impact on readers.

	Not Yet	Approaches Expectations / "Close but not quite there."	Meets Expectations / "Does it"	Advanced "Does it well" or "Goes beyond!"
	EXAMPLE from a mentor text or draft: <i>[You may re-write it along the spectrum!]</i>	EXAMPLE from a mentor text or draft: <i>[You may re-write it along the spectrum!]</i>	EXAMPLE from a mentor text or draft: <i>[You may re-write it along the spectrum!]</i>	EXAMPLE from a mentor text or draft: <i>[You may re-write it along the spectrum!]</i>
	What makes it un-noticeable?	What makes it barely noticeable?	What makes it noticeable?	What makes it "loveable"?
Characteristic or "Craft" in Writing (in 1-3 words)	What impact is missing?	What is the "small punch" behind the impact? / What does it do for you?	What is the impact? / What does it do for you?	What is the impact? / How does it "change" or "transform" the reader?
	How do I do it in revision across my next draft? / "Next Steps"			

Original rubric developed by New Tech Network and then modified by [Adam Babcock](#) / Danville New Tech