

Name \_\_\_\_\_

**Informational / Expository Question**

Topic-Question

5		4	3		2	
100	94	85	76	65	55	44
<ul style="list-style-type: none"> <li>Topic <b>fully</b> developed with accurate, well-chosen concrete details.</li> <li>Precise language and domain-specific vocabulary used.</li> <li>Maintained a formal style and objective tone.</li> <li>Evidence of analysis (cause-effect, compare-contrast, categorize) or evaluation.</li> </ul>		<ul style="list-style-type: none"> <li>Topic only <b>adequately</b> developed with accurate, well-chosen concrete details.</li> <li>Precise language and domain-specific vocabulary used.</li> <li>Maintained a formal style and objective tone.</li> <li>Evidence of analysis (cause-effect, compare-contrast, categorize) or evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Topic <b>unevenly</b> developed with relevant, well-chosen facts and concrete details.                             <ul style="list-style-type: none"> <li>May be errors and/or serious omissions.</li> </ul> </li> <li>Use of precise language and domain-specific vocabulary may be inconsistent or absent.</li> <li>May show inconsistent use of a formal style and objective tone.</li> <li>Little or no evidence of analysis—the writing is mostly descriptive.</li> </ul>		<ul style="list-style-type: none"> <li>Topic <b>mostly undeveloped</b> with inaccuracies and/or serious omissions                             <ul style="list-style-type: none"> <li>Severely limited—about half right</li> </ul> </li> <li>Language may be informal, subjective, overly general.</li> <li>Domain-specific vocabulary absent where it would have been appropriate, though the ideas are expressed in simpler terms</li> <li>No evidence of higher level thinking</li> </ul>	

*This task is not a complete essay task, it is just a composition. There is no credit for responses that are not at least at a level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics and includes CCSS Informational / Expository writing standards for 6-8 and 9-10 2(b), (d), and (e).*



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