KEYSTONE INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Scoring Domain	Score Point 4 — At this score point, the writer—	Score Point 3 — At this score point, the writer—	Score Point 2 — At this score point, the writer—	Score Point 1 — At this score point, the writer—	Score Point 0 — At this score point, the writer—
Thesis/Focus	• establishes and sustains a precise controlling idea/thesis • displays a clear understanding of task, purpose, and audience	• establishes a controlling idea/thesis • displays an understanding of task, purpose, and audience	• provides an inconsistent idea/thesis • displays an inadequate understanding of task, purpose, and audience	• provides a vague or indistinct controlling idea • displays a limited understanding of task, purpose, and audience	• provides no evidence of a controlling idea/thesis • displays no understanding of task, purpose, and audience • does not respond to prompt
Organization	• chooses sophisticated organizational strategies appropriate for task, purpose, and audience • includes a clear and well-defined introduction, body, and conclusion	• chooses appropriate organizational strategies for task, purpose, and audience • includes a clear introduction, body, and conclusion	• displays little evidence of organizational strategies • may not include an introduction, body, and conclusion	• displays little to no evidence of organizational strategies • may not include an identifiable introduction, body, and conclusion	• displays no evidence of organizational strategies • does not include an identifiable introduction, body, and conclusion • does not respond to prompt
Content	• provides relevant content and specific and effective supporting details that demonstrate a clear understanding of purpose • uses sophisticated transitional words, phrases, and clauses to link ideas and create cohesion	• provides relevant content and effective supporting details • uses transitional words, phrases, and clauses to link ideas	• provides insufficient content and ineffective supporting details • may use simplistic and/or illogical transitional expressions	• provides minimal content • uses few or no transitional expressions to link ideas	• provides little to no content • does not use transitional expressions to link ideas • does not respond to prompt
Style	• uses consistently precise language and a wide variety of sentence structures • chooses an effective style and tone and maintains a consistent point of view	• uses precise language and a variety of sentence structures • chooses an appropriate style, tone, and point of view	• uses imprecise language and a limited variety of sentence structures • may choose an inappropriate style or tone and may shift point of view	• uses simplistic or repetitious language and limited sentence structures • demonstrates little or no understanding of style, tone, or point of view	• uses simplistic, repetitious language and one type of sentence structure • demonstrates no understanding of style, tone, or point of view • does not respond to prompt