

Informational/Explanatory Teaching Task Rubric – SCALE Proposed Revisions

Grades 9-12

Who was Andrew Carnegie? After reading primary and secondary sources, write an essay in which you define robber baron and captain of industry and explain why people label him as both. Support your discussion with evidence from the text(s). **What implications can you draw?**

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Controlling Idea	Addresses prompt. Presents a general or unclear controlling idea.		Addresses prompt appropriately. Presents a clear controlling idea with an uneven focus.		Addresses all aspects of prompt appropriately. Presents a clear, specific controlling idea that takes into account the complexity of the topic.		Addresses all aspects of prompt appropriately. Presents a clear, specific controlling idea that takes into account the complexity of the topic and acknowledges gaps in evidence or information.	
Development/ Use of Sources	Includes minimal details from sources, with irrelevant, incomplete, or inaccurate elements.		Includes relevant details, examples, and/or quotations from sources to support the controlling idea, with incomplete reasoning or explanations.		Accurately explains relevant details, examples, and/or quotations from sources to support and develop the controlling idea.		Thoroughly and accurately explains most relevant details, examples, and/or quotations from sources to effectively support and develop the controlling idea.	
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.		Uses an evident organizational structure and transitional phrases to develop the controlling idea, with minor lapses in coherence or organization.		Maintains an appropriate organizational structure that creates cohesion. Uses transitional phrases to clarify the relationships among complex ideas, concepts, and information.		Maintains a cohesive organizational structure including a logical sequence that builds on preceding ideas to create a unified whole. Uses varied syntax and transitional phrases that clarify the precise relationships among complex ideas, concepts, and information.	
Additional Task Demands (When applicable)	Does not address additional task demands.		Addresses additional task demands superficially.		Addresses additional task demands appropriately.		Addresses additional task demands effectively to strengthen the clarity and development of the controlling idea.	
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	