# KEYSTONE INFORMATIVE/EXPLANATORY SCORING GUIDELINES

<table>
<thead>
<tr>
<th>Scoring Domain</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
</table>
| **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 |