

NAME _____

Explanatory Writing Rubric

| CRITERIA | ATTEMPTING 1 | PROGRESSING 2 | ACCOMPLISHING 3 | EXCEED 4 |
|-------------------------|---|--|---|--|
| FOCUS | Writing is not sufficiently focused on the essential question. | Writing is somewhat focused on the essential question. | Writing is focused on the essential question. | Writing is consistently and strongly focused on the essential question. |
| CONTROLLING IDEA | Writing does not identify an idea about the central text. | Writing identifies but does not explain an idea about the central text. | Writing clearly explains an idea about the central text. | Writing clearly explains and elaborates on an idea about the central text. |
| TEXTUAL EVIDENCE | Writing does not refer to the text or refers to it in ways that are not accurate or relevant. | Writing refers to the text in ways that are partially accurate or relevant to the explanation. | Writing refers to the text in ways that are accurate and relevant to the explanation. | Writing refers to the text in ways that are accurate and relevant to the explanation, and also contribute to a deeper understanding of the central question. |
| DEVELOPMENT | Writing does not support its explanation. | Writing supports its explanation with weak or unclear ideas. | Writing supports its explanation with clear, persuasive and reasonable ideas. | Writing supports its explanation with clear, persuasive, and original or creative ideas. |
| ORGANIZATION | Writing is not organized in a way that meets the task demands. | Writing is organized but only partially meets the task demands | Writing is organized to meet the task demands. | Writing is purposefully and thoughtfully organized to meet the task demands. |
| WORD CHOICE | Writing uses only limited vocabulary and incorporates no language from the text. | Writing uses moderately varied vocabulary and attempts to incorporate language from the text. | Writing accurately and clearly incorporates varied vocabulary including language from the text. | Writing accurately, clearly and creatively incorporates varied vocabulary including language from the text. |
| CONVENTIONS | Writing has consistent errors in usage and mechanics. | Writing has some errors in usage and mechanics. | Writing has few errors in usage or mechanics. | Writing has no errors in usage or mechanics. |

EXPLANATORY WRITER'S CHECKLIST

| CRITERIA | STUDENT CHECKLIST |
|------------------|---|
| FOCUS | Did I focus my writing on exploring the essential question? |
| CONTROLLING IDEA | Did I clearly explain a main idea? |
| TEXTUAL EVIDENCE | Did I support my explanation with evidence from the text? |
| DEVELOPMENT | Did I develop my explanation with convincing and relevant discussion of my ideas? |
| ORGANIZATION | Did I organize and structure my writing in a way that communicates my point? |
| WORD CHOICE | Did I use a variety of vocabulary, including language I learned from the text? |
| CONVENTIONS | Did I edit my writing for spelling, grammar, punctuation and capitalization? |