

NAME \_\_\_\_\_

## Explanatory Writing Rubric

CRITERIA	ATTEMPTING 1	PROGRESSING 2	ACCOMPLISHING 3	EXCEED 4
<b>FOCUS</b>	Writing is not sufficiently focused on addressing the essential question and fails to meet most of the task demands.	Writing is somewhat focused on addressing the essential question and meets some of the task demands.	Writing is focused on addressing the essential question and meets the task demands.	Writing is strongly and consistently focused on addressing the essential question and meets all task demands.
<b>CONTROLLING IDEA</b>	Writing attempts to explain a controlling idea but it does not address or clarify the essential question.	Writing explains a controlling idea that generally addresses but does not clarify the essential question.	Writing explains a controlling idea that addresses and clarifies the essential question.	Writing explains a strong controlling idea that thoroughly addresses and clarifies the essential question.
<b>TEXTUAL EVIDENCE</b>	Writing attempts to support the controlling idea with inaccurate or irrelevant references to the central text.	Writing supports the controlling idea with inconsistently accurate or relevant evidence from the central text.	Writing supports the controlling idea with accurate and relevant evidence from the central text.	Writing supports the controlling idea with well-chosen, accurate and relevant evidence from the central text.
<b>DEVELOPMENT</b>	Writing attempts to explain the controlling idea but details are insufficient or not relevant in meeting the task demands.	Writing explains the controlling idea using inconsistently sufficient or relevant details to meeting the task demands.	Writing explains the controlling idea using relevant and sufficient details that meet the task demands.	Writing skillfully explains the controlling idea by using meaningful details throughout the response that meet all task demands.
<b>ORGANIZATION</b>	Writing is organized in a way that does not explain the controlling idea or meet the task demands.	Writing is organized but may not clearly explain the controlling idea or meet all of the task demands.	Writing is organized with a structure that clarifies and explains the controlling idea and meets the task demands.	Writing is organized with a purposeful structure that clarifies and thoroughly explains the controlling idea and meets the task demands.
<b>WORD CHOICE</b>	Writing uses no academic language (including words from the text) or uses it incorrectly or in a way that does not communicate appropriate tone and purpose.	Writing uses academic language (including words from the text) but sometimes uses it incorrectly or in a way that is not appropriate for the tone and purpose of the task.	Writing uses academic language (including words from the text) correctly and communicates appropriate tone and purpose for the task.	Writing incorporates academic language (including words from the text) in a precise and interesting way to communicate appropriate tone and purpose for the task.
<b>CONVENTIONS</b>	Writing has consistent errors and uses language that is inappropriate for the audience and purpose.	Writing has some errors and uses language that is not consistently appropriate for the audience and purpose of the task.	Writing has few errors and uses appropriate language for the audience and purpose of the task.	Writing has few to no errors and consistently uses language appropriate for the audience and purpose of the task.

## EXPLANATORY WRITER'S CHECKLIST

CRITERIA	STUDENT CHECKLIST
<b>FOCUS</b>	Did I focus my writing on exploring the essential question and meeting the task demands?
<b>CONTROLLING IDEA</b>	Did I respond to the prompt with a central idea that I clearly explain?
<b>TEXTUAL EVIDENCE</b>	Did I use evidence from the text to help explain my ideas?
<b>DEVELOPMENT</b>	Did I support my ideas with interesting and relevant details?
<b>ORGANIZATION</b>	Did I organize my writing to clearly communicate and explain my ideas to the reader?
<b>WORD CHOICE</b>	Did I use words correctly—including the vocabulary I learned in the text—to engage my reader and explain my ideas?
<b>CONVENTIONS</b>	Did I check my writing for grammar, punctuation, capitalization and spelling?