Explanatory Writing Rubric

CRITERIA	LIMITED (E)	BASIC (D)	SOUND (C)	THOROUGH (B)	EXTENSIVE (A)
FOCUS	Writing is limited and fails to address the essential question and to meet most of the task demands	Writing is not sufficiently focused on addressing the essential question and meets the basic task demands	Writing is soundly focused on addressing the essential question and meets some of the task demands.	Writing is thoroughly focused on addressing the essential question and meets the task demands.	Writing is extensively and consistently focused on addressing the essential question and meets all task demands.
CONTROLLING IDEA	Writing to explain a controlling idea is limited and does not address or clarify the essential question.	Writing attempts to explain a controlling idea in a basic way but it does not address or clarify the essential question.	Writing explains a controlling idea that soundly addresses but does not clarify the essential question.	Writing explains a strong controlling idea that thoroughly addresses and clarifies the essential question.	Writing explains a sophisticated and strong controlling idea that extensively addresses and clarifies the essential question.
TEXTUAL EVIDENCE	Writing attempts to support the controlling idea with inaccurate or irrelevant/no references to the central text.	Writing attempts to support the controlling idea with basic, 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 thorough, accurate and relevant evidence from the central text.	Writing supports the controlling idea with well-chosen, accurate, extensive and relevant evidence from the central text.
DEVELOPMENT	Writing attempts to explain the controlling idea is limited or not relevant in meeting the task demands.	Writing attempts to explain the controlling idea are basic and details are insufficient 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 in a thorough manner using relevant and sufficient details that meet the task demands.	Writing skilfully explains the controlling idea by using meaningful details throughout the response that meet all task demands
ORGANISATION	Writing is limited and unorganised in a way that does not meet the task demands.	Writing is organised in a way that is basic and does not explain the controlling idea the task demands.	Writing is organised but may not clearly explain the controlling idea or meet all of the task demands.	Writing is organised with a structure that clarifies and explains the controlling idea and meets the task demands.	Writing is organised with a purposeful structure that clarifies and thoroughly explains the controlling idea and meets the task demands
WORD CHOICE	Writing uses limited to no academic language (including words from the text) or uses it in a way that does not communicate appropriate tone and purpose.	Writing uses basic 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.

Explanatory Writing Rubric

CONVENTIONS	Writing is limited and	Writing is basic and has	Writing has some errors and	Writing has a few errors	Writing has very few to no
	uses language that is	consistent errors and	uses language that is not	and uses appropriate	errors and consistently uses
	inappropriate for the	uses language that is	consistently appropriate for	language for the	language appropriate for the
	audience and purpose.	inappropriate for the	the au	audience and purpose of	audience and purpose of the
	1	audience and purpose.		the task.	task.

Checklist for Explanation Writing

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