

# Explanatory Writing Rubric

| CRITERIA                | LIMITED (E)                                                                                                                                              | BASIC (D)                                                                                                                                                       | SOUND (C)                                                                                                                                                                  | THOROUGH (B)                                                                                                                        | EXTENSIVE (A)                                                                                                                                                     |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOCUS</b>            | 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.                                                  |
| <b>CONTROLLING IDEA</b> | 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.                                     |
| <b>TEXTUAL EVIDENCE</b> | 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.                                          |
| <b>DEVELOPMENT</b>      | 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                                    |
| <b>ORGANISATION</b>     | 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                           |
| <b>WORD CHOICE</b>      | 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. |

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|                    |                                                                                          |                                                                                                                  |                                                                                           |                                                                                                  |                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>CONVENTIONS</b> | Writing is limited and uses language that is inappropriate for the audience and purpose. | Writing is basic and 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 au | Writing has a few errors and uses appropriate language for the audience and purpose of the task. | Writing has very few to no errors and consistently uses language appropriate for the audience and purpose of the task. |
|--------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|

## Checklist for Explanation Writing

| <b>CRITERIA</b>         | <b>STUDENT CHECKLIST</b>                                                                                           |
|-------------------------|--------------------------------------------------------------------------------------------------------------------|
| <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>ORGANISATION</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?                                      |