

Explanatory Writing Rubric Grades 11-12

Student Name:

Criteria for Explanatory Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Comprehension and Meaning				
Knowledge: The writer demonstrates an accurate grasp, in-depth command, and comprehensive understanding of both the explicit and inferred ideas and details they are writing about.	<input type="checkbox"/> Dynamic understanding	<input type="checkbox"/> Exemplary understanding	<input type="checkbox"/> Basic understanding	<input type="checkbox"/> Little to no understanding
Development and Elaboration				
Topic: The writer introduces a topic to examine and convey complex ideas, concepts, and information (W.11-12.2a)	<input type="checkbox"/> Compelling topic	<input type="checkbox"/> Credible topic	<input type="checkbox"/> Unclear topic	<input type="checkbox"/> No topic
Evidence: The writer develops the topic thoroughly with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples (W.11-12.2b)	<input type="checkbox"/> Ample evidence	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Unclear evidence	<input type="checkbox"/> No evidence
Development: The writer [addresses the prompt and] produces clear and coherent writing in which the style is appropriate to task, purpose, and audience (W.11-12.4)	<input type="checkbox"/> Illuminating focus on task, purpose, and audience	<input type="checkbox"/> Clear focus on task, purpose, and audience	<input type="checkbox"/> Some focus on task, purpose, or audience	<input type="checkbox"/> No discernible focus on task, purpose, or audience
Organization and Focus				
Introduction: [The writer provides an introduction that frames the topic clearly and provides focus for what is to follow] (W.11-12.2a)	<input type="checkbox"/> Compelling introduction	<input type="checkbox"/> Well-developed introduction	<input type="checkbox"/> Underdeveloped or ineffective introduction	<input type="checkbox"/> No recognizable introduction
Coherence: The writer organizes complex ideas, concepts, and information to make important connections and distinctions so that each new element builds on that which precedes it to create a unified whole (W.11-12.2a)	<input type="checkbox"/> Offers purposeful logical organization	<input type="checkbox"/> Offers sufficient logical organization	<input type="checkbox"/> Inconsistent logical organization	<input type="checkbox"/> Little or no logical organization
Conclusion: The writer provides a concluding statement or section that follows from and supports the information or explanation presented (W.11-12.2f)	<input type="checkbox"/> Compelling conclusion	<input type="checkbox"/> Well-developed conclusion	<input type="checkbox"/> Underdeveloped or ineffective conclusion	<input type="checkbox"/> No recognizable conclusion
Visuals: When appropriate, the writer includes formatting, graphics, and multimedia when useful to aiding comprehension (W.11-12.2a)	<input type="checkbox"/> Consistent use of visual elements	<input type="checkbox"/> Sufficient use of visual elements	<input type="checkbox"/> Inconsistent use of visual elements	<input type="checkbox"/> Lacks visual elements
Language and Clarity				
Vocabulary: The writer uses precise language, domain-specific vocabulary, and [rhetorical] techniques to manage the complexity of the topic (W.11-12.2d)	<input type="checkbox"/> Compelling use of precise language and vocabulary	<input type="checkbox"/> Clear use of precise language and vocabulary	<input type="checkbox"/> Ineffective use of language and vocabulary	<input type="checkbox"/> Use of unclear language and poor vocabulary
Tone: The writer establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (W.11-12.2e)	<input type="checkbox"/> Consistent use of formal style and use of conventions	<input type="checkbox"/> Sufficient use of formal style and use of conventions	<input type="checkbox"/> Inconsistent use of formal style and use of conventions	<input type="checkbox"/> Lacks formal style and use of conventions
Transitions: The writer uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (W.11-12.2c)	<input type="checkbox"/> Outstanding transitions	<input type="checkbox"/> Sufficient transitions	<input type="checkbox"/> Occasional transitions	<input type="checkbox"/> Little or no transitions
Conventions				
Conventions: The writer demonstrates a command of grammatical English and mechanical conventions. (L.11-12.1-2)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Sources: The writer uses an appropriate number sources, avoids plagiarism, and follows a standard format for citation (W.11-12.8)	<input type="checkbox"/> Ample properly cited sources	<input type="checkbox"/> Several properly cited sources	<input type="checkbox"/> Some sources, improperly cited	<input type="checkbox"/> Plagiarism of sources