Laconia School District 6-12 Explanatory Writing Rubric (Version 1.0)

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
Organization and Purpose	Overall	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:	The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:	The response has an inconsistent organizational structure. Some flaws are evident, and some ideas are loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but provides little or no focus:	☐ Insufficient (includes copied text) ☐ Off-topic ☐ Off-purpose		
	Controlling Idea	☐ Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience	☐ Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience	☐ Controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience	☐ Controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience			
	Transition	☐ Consistent use of a variety of effective transitional strategies to clarify the relationships between and among ideas	☐ Effective use of transitional strategies with some variety to clarify the relationships between and among ideas	☐ Inconsistent use of transitional strategies and/or little variety	☐ Few or no transitional strategies and/or evident			
	Introduction & Conclusion	☐ Compelling introduction and conclusion enhances the reader's understanding	☐ Effective introduction and conclusion supports the focus	☐ Weak introduction and /or conclusion	☐ Weak or missing introduction and conclusion			
	Progression	☐ Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	☐ Effective progression of ideas from beginning to end; adequate connections between and among ideas	☐ Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	☐ Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression			

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Evidence / Elaboration	Overall	The response provides thorough and convincing elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:	The response provides effective elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:	The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:	The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:	☐ Insufficient (includes copied text) ☐ Off-topic ☐ Off-purpose		
	Evidence	☐ Comprehensive evidence (facts and details) from credible source material is integrated, relevant, and specific	☐ Adequate evidence (facts and details) from credible source material is integrated and relevant, yet may be general	☐ Some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied	☐ Evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied			
	Citation	☐ Clear citations or attribution to source material are effectively integrated into the text	☐ Appropriate use of citations or attribution to source material are integrated into the text	☐ Weak use of citations or attribution to source material	☐ Insufficient use of citations or attribution to source material			
	Elabo-ration	☐ Effective use of a variety of elaborative techniques*	☐ Effective use of some elaborative techniques*	☐ Weak or uneven use of elaborative techniques*	☐ Minimal, if any, use of elaborative techniques*			
	Vocab-ulary	☐ Domain-specific vocabulary is precise for the audience and purpose	☐ Domain-specific vocabulary is accurate for the audience and purpose	☐ Vocabulary use is uneven or somewhat ineffective for the audience and purpose	☐ Vocabulary is limited or ineffective for the audience and purpose			
	Style	☐ Effective, appropriate style enhances content	☐ Appropriate style is evident	☐ Inconsistent or weak attempt to create appropriate style	☐ Little or no evidence of appropriate style			
	Devel-opment	☐ Combines elements of several sources with individual ideas to help make a point, demonstrating a deep understanding of the topic	☐ Combines elements of several sources with individual ideas to help make a point	☐ Development may consist primarily of source summary	☐ Is not developed			
Conventions	Overall	**The response demonstrates an adequate command of conventions:**	**The response demonstrates a partial command of conventions:**	**The response demonstrates little or no command of conventions:**	**Insufficient (includes copied text)**	☐ Off-topic ☐ Off-purpose		
	Conventions	☐ Exemplary use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	☐ Appropriate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	☐ Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	☐ Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling			

*Elaborative techniques may include the use of personal experiences that support the controlling idea.