SAU 39 Explanatory Writing Rubric: Grades 9-12

Comp	Scoring Element	Extending 4	Applying 3	Approaching 2	Beginning 1
Writing	**FOCUS** *CCSS.W.2a* *CCSS.W.4*	▪ Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information.	▪ Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic.	▪ Presents a clear controlling idea that addresses the prompt, with an uneven focus.	▪ Presents a general or unclear controlling idea.
	Use of Sources *CCSS.W.2b* *CCSS.W.7[1]* *CCSS.W. 8[1]* *CCSS.W.9*	▪ Includes **well-chosen** details, examples, and/or quotations from sources that **fully support** the controlling and supporting ideas. ▪ Consistently cites sources using appropriate format.	▪ Includes details, examples, and/or quotations from sources that **support** the controlling **and supporting ideas**. ▪ Consistently cites sources with minor formatting errors.	▪ Includes **details, examples, and/or quotations** from sources that are **relevant to the controlling idea**. ▪ Inconsistently cites sources.	▪ Includes minimal details from sources. ▪ Uses sources without citation.
	Development & Explanation *CCSS.RI.1 and/or CCSSRL.1* *CCSS.W.2a* *CCSS.W.2b* *CCSS.W.4* *CCSS.L.5a[2]* *CCSS.L.5b*	▪ Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.	▪ Accurately explains ideas and source material, and how they support the controlling idea.	▪ Explains ideas and source material to support the controlling idea, with some incomplete reasoning or explanations.	▪ Explains ideas and source material with irrelevant, incomplete, or inaccurate reasoning or explanations.
	Organization *CCSS.W.2c* *CCSS.W.2.f[3]* *CCSS.W.4*	▪ Groups and sequences ideas **in a logical progression in which ideas build to create a unified whole.** Uses **varied** transitions to clarify the **precise** relationships among complex ideas, concepts, and information.	▪ **Groups and sequences** ideas to **develop a cohesive explanation.** Uses transitions **to clarify the relationships among complex ideas, concepts, and information**.	▪ **Groups ideas and uses transitions** to develop the controlling idea, with **some lapses in coherence or organization**.	▪ Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.

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[1] Apply W.7 and/or W.8 *if appropriate for the specific task demands*.

[2] Apply CCSS.L.5a and/or 5b *if appropriate for the specific task demands.*

[3] Include specific instructions for providing a concluding statement in the Student Instructions (e.g., in a checklist)

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Language	**Conventions of Standard English** *CCSS.L.1* *CCSS.L.2* *CCSS.L8[4]*	▪ Consistently applies Standard English conventions, with few errors.	▪ Consistently applies Standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing.	▪ Errors in Standard English conventions sometimes interfere with the clarity of the writing. .	▪ Major errors in Standard English conventions interfere with the clarity of the writing.
	Language & Vocabulary *CCSS.L.3* *CCSS.L.6* *CCSS.W.2d* *CCSS.2.e* *CCSS.W.4*	▪ Consistently and effectively uses language and tone appropriate to the audience and purpose.	▪ Uses language and tone appropriate to the audience and purpose	▪ Uses language and/or tone that is sometimes inappropriate to the audience and purpose.	▪ Uses language or tone inappropriate to the audience and purpose.
Disciplinary Content Understanding		▪ *Add Criteria here*	▪ *Add Criteria here*	▪ *Add Criteria here*	▪ *Add Criteria here*

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[4] Apply CCSS.W.8 *if appropriate for the specific task demands (e.g., when citing sources).*