

Explanatory Writing Rubric

	Level 1 AFs are evident in some writing, with support	Level 2 AFs are evident in some forms of writing	Level 3 AFs are evident in most forms of writing	Level 4 AFs are evident across a range of writing	Level 5 AFs are evident across a wide range of writing
AF1– Ideas & Voice	<p>Usually with support, the basic explanation is generally related to the topic with limited elaboration.</p> <p>Usually with support, the piece of writing includes unique pictures with details and/or labels.</p>	<p>The explanation is related to the topic with some elaboration and is beginning to answer the how and why questions.</p> <p>The writing is beginning to sound unique through interesting word choices, use of conventions, and/or presentation.</p>	<p>The explanation is related to the topic and elaborated on with facts and details that answer the how and why questions.</p> <p>Hints of unique voice are evident throughout the text (e.g., interesting word choices, use of conventions, and/or presentation) attempts to demonstrate an interest in the topic.</p>	<p>The explanation is specific to the topic and elaborated upon with researched facts and details that answer the how and why questions in detail.</p> <p>Unique voice is evident throughout most of the text (e.g., individuality is present and the writing sounds different from the way others write) and demonstrates an interest in the topic.</p>	<p>The explanation is highly specific to the topic and provides sufficient researched information and details to allow the reader to have a deep understanding of the topic.</p> <p>Unique voice is evident throughout the text (e.g., individuality is present and personal style is clearly established) and demonstrates a keen interest in the topic.</p>
AF2 - Organisation	<p>Usually with support, the writing has a similar voice regardless of audience or purpose.</p> <p>Usually with support, the title is simple and predictable.</p>	<p>The writing is beginning to fit the audience or purpose in some way (e.g., the tone is becoming objective and expert).</p> <p>The title states the topic and is beginning to catch the reader’s attention. May be closely related to the prompt or topic.</p>	<p>The writing fits the audience or purpose (e.g., the tone is objective and expert).</p> <p>The title is original and effective, and catches the reader’s attention.</p>	<p>Writes with an understanding of a specific audience or purpose (e.g., the tone is highly objective and expert).</p> <p>The title is original and effective. It catches the reader’s attention, and captures the central theme of the piece.</p>	<p>Writes with a strong sense of a specific audience or purpose (e.g., the tone accurately connects with the audience and the author appears highly knowledgeable).</p> <p>The title is thoughtful, original and effective. It catches the reader’s attention and cleverly and creatively alludes to the central theme of the piece.</p>
AF3 - Organisation	<p>Usually with support, the opening is a simple and short statement that is related to the topic to be explained (e.g., The Water Cycle has four parts).</p>	<p>The opening has a basic attempt to use a simple “hooking strategy” followed by a sentence that introduces the topic (e.g., <i>Do you know about the Water Cycle? It is very interesting.</i>).</p>	<p>The opening has a “hooking strategy” followed by details that introduce the topic (e.g., <i>What do you know about the Water Cycle? The Water Cycle is an important part of our Earth and consists of four main phases.</i>).</p>	<p>The opening paragraph has a “hooking strategy” that catches the reader’s attention as well as details that introduce the topic.</p>	<p>The engaging opening paragraph has a creative “hooking strategy” as well as a detailed statement that introduces the topic whilst providing a clear direction to the text.</p>

AF3 - Organisation	<p>Usually with support, the basic explanation is in a sequential/logical order.</p> <p>Usually with support, the closing is a short sentence that relates to the explanation (may be a personal statement) (e.g., <i>Water is important</i>).</p>	<p>The explanation is in sequential/logical order with most elements included.</p> <p>The closing has two supporting details that relate to the explanation.</p>	<p>The explanation is in sequential/logical order with all elements included.</p> <p>The closing has a linking phrase (e.g., <i>In conclusion...</i>) and attempts to restate some main ideas while also referring back to the how and why questions.</p>	<p>The detailed explanation is in sequential/logical order with all elements included and consists of a series of happenings, actions, causes, or processes.</p> <p>The closing paragraph has a linking phrase (e.g., <i>In conclusion...</i>) and restates the main ideas while also referring back to the how and why questions.</p>	<p>The detailed and accurate explanation is in sequential/logical order with all elements included and consists of a series of happenings, actions, causes, or processes that are managed effectively across the text.</p> <p>The well-developed closing paragraph restates the main idea, reiterates the critical points, and states the significance or importance of the topic in an interesting and creative way.</p>
AF4 - Organisation	<p>Usually with support, uses some generic linking words (e.g., <i>first, then, next, after, finally</i>).</p> <p>Usually with support, accurately uses <u>return sweep</u> to organise sentences.</p>	<p>Uses a variety of generic linking words (e.g., <i>first, then, next, after, finally</i>) and/or generic causal words (e.g., <i>so, but, so that, for, since</i>).</p> <p>Groups ideas into an opening, an explanation, and a closing.</p>	<p>Attempts to use more complex linking words/phrases to connect paragraphs (e.g., <i>to start with, secondly, at last</i>, etc.) and/or a variety of causal words/phrases (e.g. <i>because, as a result, for this reason, this led to, due to</i>, etc.).</p> <p>Attempts to use paragraphs to group content and sometimes changes paragraphs appropriately (e.g., new period of time, a different stage of the process, etc.).</p>	<p>Uses complex linking words/phrases to connect paragraphs (e.g., <i>initially, until, eventually, simultaneously</i>, etc.) and/or a variety of causal words/phrases (e.g. <i>consequently, subsequently, which causes, nevertheless, owing to</i>, etc.).</p> <p>Uses structured paragraphs to group content and changes paragraphs appropriately (e.g., a new period in time, a different stage of the process, etc.).</p>	<p>Uses a variety of complex and unique linking and causal words/phrases that support cohesion of the text and effectively transition between phases/ideas.</p> <p>Uses structured paragraphs and confidently change paragraphs appropriately. Within paragraphs, a range of devices are used to support cohesion and clearly show relationships (e.g., connectives, linking words).</p>
AF 5 – Sentence Fluency	<p>Usually with support, writes most of thoughts in sentences.</p>	<p>Writes full sentences that start in a few different ways.</p>	<p>Attempts to write a variety of sentences (e.g., some simple and some complex).</p>	<p>Writes a variety of sentences (e.g., simple, complex, long and/or short) that are frequently structured properly.</p>	<p>Writes a variety of properly structured sentences and deliberately changes word order, length, and/or type to emphasise meaning and/or affect the reader.</p>

AF5 – Sentence Fluency	<p>Usually with support, shows a basic awareness of tense (e.g. generally written in simple appropriate tense although inconsistencies may be evident.)</p> <p>Usually with support, at least one basic connective such as <i>and</i> is used to join ideas.</p>	<p>Most of the text is written in the tense that is appropriate to the topic/task.</p> <p>At least two basic connectives such as <i>and</i>, <i>but</i>, and/or <i>so</i> are used to join two independent clauses to form a compound sentence.</p>	<p>Consistently writes in an appropriate tense that aligns with the topic/task.</p> <p>Uses more than two connectives such as <i>if</i>, <i>when</i>, and/or <i>because</i>.</p>	<p>Consistently writes in an appropriate tense that aligns with the topic/task and makes some attempt to change tenses when appropriate.</p> <p>Uses a variety of complex connectives, such as <i>therefore</i> and <i>however</i>.</p>	<p>Consistently writes in an appropriate tense that is aligned with the topic/task and changes tenses when appropriate.</p> <p>Accurately uses a wide variety of complex connectives to show relationships between ideas.</p>
AF6 - Conventions	<p>Usually with support, uses full stops at the end of most sentences.</p> <p>Usually with support, most sentences start with capital letters.</p>	<p>Uses full stops correctly and attempts to use exclamation or question marks.</p> <p>Starts sentences with capital letters and is beginning to use capitals letters for the beginning of names.</p> <p>Beginning to use some commas in lists.</p>	<p>Consistently uses full stops, exclamation marks, and/or question marks at the end of sentences.</p> <p>Accurately uses capital letters to start sentences and for proper nouns.</p> <p>Uses commas accurately in lists.</p> <p>Attempts to correctly use quotation marks and related punctuation.*</p>	<p>Accurately punctuates the end of sentences throughout the text using a variety of end marks.</p> <p>Uses capital letters accurately throughout the text.</p> <p>Uses commas accurately in lists and is beginning to use them to mark clauses (e.g., at the end of a linking phrase).</p> <p>Uses quotation marks and related punctuation accurately.*</p>	<p>Uses the full range of punctuation accurately and ensures that there is a variety of punctuation throughout the text. (e.g., fullstops, exclamation marks, question marks, quotation marks*, apostrophes, brackets).</p> <p>Uses commas in lists and to mark clauses accurately.</p> <p>Uses quotation marks and related punctuation accurately while showing an awareness of quotation marks used to cite researched facts.</p>
AF 7 – Word Choice	<p>Usually with support, uses some basic adjectives.</p>	<p>Uses a variety of basic adjectives.</p>	<p>A variety of strong adjectives and adverbs throughout the text.</p>	<p>Descriptive language, including adjectives and adverbs, is used throughout the text.</p>	<p>Descriptive language (and may also use figurative language), including a variety of adjectives and adverbs, to create strong, fresh, and vivid images that help to illustrate the process, is used throughout the text</p>

AF7 – Word Choice	<p>Usually with support, uses some simple words that are suitable to the topic (e.g., <i>cloud, water, rain, sun</i>).</p> <p>Usually with support, uses simple vocabulary and repeats key words.</p>	<p>Uses a variety of basic words that are suitable to the topic (e.g., <i>head, sun rays, drops</i>).</p> <p>Makes some adventurous word choices.</p>	<p>Attempts to use a variety of subject specific terminology related to the topic. (e.g., <i>evaporate, condensation</i>).</p> <p>Attempts to make powerful word choices that energise the writing.</p>	<p>A variety of precise and subject-specific terminology is used throughout the text (e.g., <i>hydrologic cycle, transpiration, integrated system</i>).</p> <p>Makes powerful word choices that energise the writing and affects the reader (e.g. deliberate attempt to choose the best word instead of the first word that comes to mind).</p>	<p>Confidently uses a broad range of precise subject-specific terminology throughout the text that demonstrates knowledge of the topic.</p> <p>Demonstrates a wide vocabulary when making powerful word choices that energise the writing and affects the reader (e.g., precisely chosen words suited to the topic).</p>
AF8 - Conventions	<p>Usually with support, shows an awareness of the sounds formed by different letters and groups of letters (e.g., some high frequency words are spelled correctly and phonetically plausible attempts are made).</p> <p>Usually with support, uses the word wall for tricky words.</p>	<p>Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies, the alternative is phonetically plausible.</p> <p>Uses the word wall for tricky words.</p>	<p>Simple mono and polysyllabic words are spelled correctly.</p> <p>With limited errors, uses a spelling resource for unknown words.</p>	<p>Polysyllabic words that conform to regular patterns are spelled correctly</p> <p>Uses a spelling resource for unknown words.</p>	<p>Spelling is accurate throughout the text.</p>
AF9 – Handwriting & presentation	<p>Usually with support, most letters are placed correctly on the line and spaces are used between words.</p> <p>Usually with support, includes basic presentation features (e.g. illustrations and diagrams with labels) .</p>	<p>Letters are correctly sized, orientated, and placed on the line;and spaces are used between words</p> <p>Includes presentation features (e.g., illustrations, diagrams with labels, text boxes).</p>	<p>Includes presentation features that attempt to enrich/clarify the text (e.g., diagrams with labels, illustrations, textboxes, flowcharts, captions, types of font, etc.)</p>	<p>Includes presentation features of that enrich/clarify the text (e.g., diagrams with labels, illustrations, textboxes, flowcharts, captions, types of font, etc.)</p>	<p>Includes presentation features that achieve a particular effect and/or enhance understanding (e.g., diagrams with labels, illustrations, textboxes, flowcharts, captions, types of font, etc.)</p>