

2011 Expository Writing: Rubric, Grades 5-12

Student Name: _____ Grade: _____

ES Name: _____ School Year: _____

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	SCORE
Topic (Genre, Topic, Assignment)	<p>Clearly addresses the writing task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The essay explains the topic. <input type="checkbox"/> Five paragraphs, 15 sentences. 	<p>Addresses most of the writing task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The essay mostly explains the topic. <input type="checkbox"/> Five paragraphs, 15 sentences. 	<p>Addresses some of the writing task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The essay somewhat explains the topic. <input type="checkbox"/> Three-four paragraphs, 12 sentences. 	<p>Addresses only one part, if any, of the writing task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The essay does not explain the topic. <input type="checkbox"/> Two paragraphs, 6-9 sentences. 	
Organization (Structure)	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Strong introduction paragraph of three sentences:</u> <input type="checkbox"/> <i>Includes a hook or sentence to interest the reader.</i> <input type="checkbox"/> <i>Includes a sentence about the topic in a thesis statement.</i> <input type="checkbox"/> <i>May include one sentence that outlines the three main ideas of the body paragraph, or two sentences to transition to the body paragraph.</i> <input type="checkbox"/> <u>Three body paragraphs:</u> <input type="checkbox"/> <i>Each body paragraph includes one main idea sentence in support of the topic thesis.</i> <input type="checkbox"/> <i>At least two detail sentences in support of each main idea.</i> <input type="checkbox"/> <u>Strong conclusion paragraph of at least three sentences:</u> <input type="checkbox"/> <i>At least one sentence that restates the thesis about the topic in a new way.</i> <input type="checkbox"/> <i>One sentence that restates the three main ideas in a new way.</i> <input type="checkbox"/> <i>Concludes with a captivating restatement of the hook or “wrap-it-up” sentence.</i> <input type="checkbox"/> Appropriate use of precise transitions. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Introduction paragraph of three sentences:</u> <input type="checkbox"/> <i>Does not include a hook or sentence to interest the reader.</i> <input type="checkbox"/> <i>Includes a sentence about the topic in a thesis statement.</i> <input type="checkbox"/> <i>May include one sentence that outlines the three main ideas of the body paragraph and one sentence to transition to the body paragraph, or two sentences to transition to the body paragraph.</i> <input type="checkbox"/> <u>Three body paragraphs:</u> <input type="checkbox"/> <i>Each body paragraph includes one main idea sentence in support of the topic thesis</i> <input type="checkbox"/> <i>At least two detail sentences in support of each main idea.</i> <input type="checkbox"/> <u>Conclusion paragraph of at least three sentences:</u> <input type="checkbox"/> <i>At least one sentence that restates the thesis about the topic.</i> <input type="checkbox"/> <i>One sentence that restates at least one of the main ideas.</i> <input type="checkbox"/> <i>Concludes with an unexciting but adequate “wrap-it-up” sentence.</i> <input type="checkbox"/> Mostly appropriate use of precise transitions. 	<ul style="list-style-type: none"> <input type="checkbox"/> The essay is lacking a developed stand-alone introduction, or a developed stand-alone conclusion paragraph, or is lacking one of the three body paragraphs. <input type="checkbox"/> The essay includes a sentence about the topic in a thesis statement, typically in the first paragraph. <input type="checkbox"/> A combination of main idea sentences and detail sentences are used throughout at least two body paragraphs in support of the thesis about the topic. <input type="checkbox"/> The essay conclusion may consist only of a “wrap-it-up” sentence. <input type="checkbox"/> Some use of basic transitions. 	<ul style="list-style-type: none"> <input type="checkbox"/> The essay has two or fewer paragraphs. <input type="checkbox"/> The thesis about the topic may only be vaguely stated. <input type="checkbox"/> The essay lacks little, if any, organizational structure. <input type="checkbox"/> Little to no use of transitions. 	

Sentence Variety	<input type="checkbox"/> Includes much; at least two sentences each of two other sentence types besides a subject-verb sentence.	<input type="checkbox"/> Includes some; at least one sentence each of two other sentence types besides a subject-verb sentence.	<input type="checkbox"/> Includes few; at least one sentence of one other sentence type besides a subject-verb sentence.	<input type="checkbox"/> Includes no sentence variety; all subject-verb sentences.	
Expository Writing (Content)	<input type="checkbox"/> Includes a well-articulated thesis statement about the topic of the writing assignment. <input type="checkbox"/> Main idea sentences are in support of the topic, and detail sentences are in support of their main idea sentences. <input type="checkbox"/> Uses language that is precise and interesting.	<input type="checkbox"/> Includes a thesis statement about the topic of the writing assignment. <input type="checkbox"/> Main idea sentences are in mostly in support of the topic, and detail sentences are mostly in support of their main idea sentences. <input type="checkbox"/> Uses language that is mostly precise and interesting.	<input type="checkbox"/> The thesis statement about the topic of the writing assignment is vague. <input type="checkbox"/> Many main idea sentences are not in support of the topic, or many detail sentences are not in support of their main idea sentences. <input type="checkbox"/> Uses language that is somewhat precise and interesting.	<input type="checkbox"/> The entire essay was not written to the topic of the writing assignment. <input type="checkbox"/> The thesis statement was vaguely written to the topic of the assignment. <input type="checkbox"/> The main idea or detail sentences are not in support of each other or are not in support of the topic thesis. <input type="checkbox"/> Uses language that is very basic, uninteresting, or not precise .	
Conventions (Grammar, punctuation, capitalization, and spelling; Neatness is implied)	<input type="checkbox"/> Contains some English language convention errors. <input type="checkbox"/> Errors do not interfere with the reader's understanding of the writing.	<input type="checkbox"/> Contains more than some English language convention errors. <input type="checkbox"/> Errors do not interfere with the reader's understanding of the writing.	<input type="checkbox"/> Contains many English language convention errors. <input type="checkbox"/> Errors may interfere with the reader's understanding of the writing.	<input type="checkbox"/> Contains serious English language convention errors. <input type="checkbox"/> Errors interfere with the reader's understanding of the writing.	
STUDENT'S OVERALL SCORE:					
(Add up the five individual WHOLE scores and divide by 5 for the Overall Score to the tenth's place...e.g. 3.2, 2.7)					

This Student Is: (Check if appropriate)

_____ ELL Student _____ Has an IEP _____ Is 11th or 12th Grade and has not passed the CAHSEE ELA.