

<b>EXPOSITORY</b> <b>Grades 6, 7, 8</b>		<b>APPROACHING STANDARD</b>	<b>MEETS STANDARD</b>	<b>EXCEEDS STANDARD</b>	
	This is in need of extensive revisions.	This is below expectations and is in need of revisions.	This is what is expected from the students	This could be used as an example for others.	
<b>IDEAS</b> Did the writer stay focused and share original and fresh information or perspective about the topic?	<p>The writing has no clear sense of purpose or controlling idea.</p> <p>a) The writing contains too many random and/or disconnected thoughts</p> <p>b) Support is limited or unclear or the length is not adequate for development</p> <p>c) The idea is a simple restatement or a simple answer to the question</p> <p>d) The topic is not defined. Everything seems as important as everything else</p> <p>e) The writing contains no transitions</p> <p>f) The reader is left with many unanswered questions</p>	<p>The writing is beginning to define the topic, even though development is still basic or general.</p> <p>a) The topic is too broad and/or insignificant.</p> <p>b) Support is attempted, but details are repetitive, general, mundane</p> <p>c) Ideas are reasonably clear</p> <p>d) The writing generally stays on topic</p> <p>e) Transitions are ineffective</p> <p>f) The reader is left with a few questions</p>	<p>The writing has a clearly defined topic and development. Supporting details (Explanation, examples, evidence, expert opinion, elaboration, and experience) are relevant and specific to the topic.</p> <p>a) The topic sets out a significant problem, situation or observation</p> <p>b) Supporting details add to the development</p> <p>c) Ideas are clear</p> <p>d) The writing maintains a consistent theme throughout the paper.</p> <p>e) Transitions generally work well</p> <p>f) The reader's questions are answered</p>	<p>This writing is clear and conveys interesting, original ideas. Relevant examples, experiences, evidence, explanations, expert opinion, or elaborations develop and enrich the central idea.</p> <p>a) The topic is interesting, the significance is clear, and the writing provides new insight</p> <p>b) Quality details go beyond the obvious</p> <p>c) Writing from knowledge or experience; ideas are fresh and original</p> <p>d) The writing applies to a larger audience.</p> <p>e) Transitions are clear and coherent</p> <p>f) Reader's questions are predicted and answered.</p>	
<b>ORGANIZATION</b> Does the organizational structure enhance the ideas and make them easier to understand or does it overpower them?	<p>The writing lacks a clear sense of direction.</p> <p>a) No real introduction and/or conclusion</p> <p>b) Thesis statement is partial or missing</p> <p>c) Transitions between ideas are confusing</p> <p>d) Sequencing needs work</p> <p>e) Pacing of details is awkward</p> <p>f) Problems with organization make it hard for the reader to get a grip on the main point or story line</p> <p>g) No title is present</p>	<p>The organizational structure is strong enough to move the reader through the text without little confusion. The introduction and conclusion are present but underdeveloped.</p> <p>a) The paper has a recognizable introduction and conclusion</p> <p>b) Thesis statement is identifiable but limited in point of view and structure.</p> <p>c) Transitions often work well</p> <p>d) Sequencing shows some logic, yet structure takes attention away from the content</p>	<p>The organizational structure carries the reader through the text in a logical manner. Paragraphs are sequential and there is an engaging introduction and conclusion.</p> <p>a) The paper has a clear introduction and conclusion</p> <p>b) Thesis statement provides a point of view and gives structure</p> <p>c) Transitions generally work well</p> <p>d) Sequencing is logical and coherent</p> <p>e) Pacing is well-controlled with few exceptions</p> <p>f) Organization supports the main point or story line</p> <p>g) An appropriate title, if desired, is present</p>	<p>The organizational structure of this paper enhances and showcases the purpose or central theme of the paper. Paragraphs anticipate a logical argument, and there is a compelling introduction and conclusion.</p> <p>a) An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution</p> <p>b) Thesis statement clearly delineates the topic, point of view, and subtopics in a logical and engaging manner</p> <p>c) Transitions work well</p> <p>d) Sequencing is logical and effective</p> <p>e) Pacing of details is fluid</p> <p>f) **</p> <p>g) The title is original</p>	

<p><b>VOICE</b> Does the writing speak to its intended purpose and audience</p>	<p>The writing is indifferent, uninvolved, or distanced from the topic and/or the audience.  a) Writing is monotone  b) Writing is "risk-free," lifeless or mechanical  c) Connection to reader is nonexistent  d) No point of view is reflected.</p>	<p>The writing doesn't seem to be fully engaged or involved. The writing shows limited awareness of purpose or of audience.  a) The writing communicates in an earnest manner  b) Only one or two moments here or there surprise, delight, or move the reader  c) Connection to the reader is safe generalities or exaggerations</p>	<p>The writing is engaging with a believable author's tone and voice. The result is generally pleasing and seems engaged with the purpose and audience.  a) The writing communicates in a purposeful manner  b) The reader is often surprised or delighted  c) Connection to reader is consistently present  d) The writer's point of view is honest and insightful. Personal experiences, if used, are somewhat effective.</p>	<p>The writing speaks directly to the reader in a manner that is individual, compelling, and engaging. The writing respects purpose and audience.  a) The reader feels a strong connection with the writer's voice.  b) The writer takes a risk and is successful  c) Connection to reader strong  d) Writing is honest, insightful and effectual. Personal experiences, if used, are effective.</p>	
<p><b>WORD CHOICE</b> Do the words and phrases create vivid pictures and linger in your mind?</p>	<p>The meaning is limited by the word choice.  a) Word choices are vague, dull, or bland  b) Words are used incorrectly.  c) Word choices are burdened with jargon or clichés and/or persistent redundancy.  d) No figurative language present</p>	<p>Word choice distracts from the message  a) Words are routine or awkward.  b) Attempts at lively language are made.  c) Passive verbs, everyday nouns and adjectives, lack of interesting adverbs are the norm.  d) Language is functional with only a moment or two of sparkle.  e) Figurative language while present, is weak and ineffective</p>	<p>Word choice conveys the intended message.  a) Word choices are appropriate.  b) Words and phrases create pictures and linger in the reader's mind.  c) A variety of active verbs, interesting nouns, and modifiers are used.  d) Word choice contains few errors; may lack maturity or sufficient care, but are essentially clear.  e) Figurative language is effective.</p>	<p>Word choice conveys the intended message in a precise, interesting, and natural way.  a) Words are specific, precise and accurate  b) Words and phrases create pictures and linger in the reader's mind.  c) Lively verbs, precise nouns, and modifiers are used consistently.  d) Striking words and phrases often catch the reader's eye  e) Figurative language is strong and precise.  f) The language is natural and never overdone.*</p>	
<p><b>SENTENCE FLUENCY</b> Do phrases and sentences create rhythms and pacing that convey intended effects?</p>	<p>Lack of writing flow disrupts meaning.  a) Sentences are choppy, incomplete, rambling, or awkward; phrasing does not sound natural  b) Run-ons, comma-splices and fragments throughout.  c) Sentences begin the same way; little variety  d) Sentence combining strategies are not effective  e) Difficult to read aloud  f) Sentence construction follows the same pattern (Subject-Verb or Subject-Verb-Object).  g) Writing seems confined to simple sentences and phrases.</p>	<p>Writing moves along with a steady although mechanical beat, but tends to be more pleasant or businesslike than musical.  a) Sentences get the job done in a routine fashion  b) Occasional run-ons, comma splices and fragments are present.  c) Sentence beginnings show some variety  d) Use of sentence combining strategies sometimes distract from meaning.  e) Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.  f) Simple sentences are usually constructed correctly; complex patterns show variable control.  g) Writing uses simple and compound sentences and phrases almost exclusively.</p>	<p>The writing has an easy flow and rhythm .  a) Sentences are effective.  b) Writing is free of run-ons, fragments, comma-splices or awkward constructions.  c) Sentence beginnings are purposeful and varied**  d) Sentence combining strategies are appropriately used.  e) The text flows when read aloud.  f) Sentence construction is varied and correct.  g) Writing uses simple, compound and complex sentences and phrases with control.</p>	<p>The writing is mature and sophisticated with a varied structure.  ---a) Sentences are well built b) **  c) Sentences are varied and enhance the writing's meaning*  d) Sentence combining strategies are creatively used.  e) The writing has cadence and flow when read aloud.  f) Sentences are deliberately varied and constructed to enhance meaning.  g) Writing uses simple, compound, complex, and compound-complex sentences and phrases effectively.</p>	

<p>CONVENTIONS How much edition would have to be done to be ready to share with an outside source?</p>	<p>Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.  a) Spelling errors are frequent,  b) Punctuation is missing or incorrect.  c) Capitalization is random.  d) Errors in grammar or usage are frequent  e) Paragraphing is missing or weak  f) The reader must read once to decode, then again for meaning**  g) The writing frequently uses the indefinite “you”</p>	<p>Writing demonstrates a limited range of standard conventions.  a) Spelling is usually correct or reasonably phonetic on common words  b) End punctuation is usually correct.  c) Capitalization is present.  d) Problems with grammar and usage are not serious  e) Paragraphing is present but inconsistent  f) Moderate (a little of this, a little of that) editing**  g) The writer generally avoids the indefinite “you”</p>	<p>Writing demonstrates a command of standard conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).  a) Spelling is generally correct.  b) There are few, if any, punctuation errors.  c) There are no errors in capitalization**  d) Grammar and usage are correct  e) Paragraphing is logical  f) The writer avoids the indefinite “you”***</p>	<p>Writing uses standard conventions as a stylistic tool to deepen the readers' interaction with the central idea/theme.  a) Spelling is correct.  b) Punctuation is accurate.  c) Grammar and usage are correct.  d) Paragraphing is effectively creative  e) Spelling, grammar, and punctuation conventions are manipulated for stylistic effect.*</p>	