**Rubric for Expository texts – Grade 7 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Proficient****Fully meeting grade level expectations (FM)** | **Exploring the Outcome****Mostly meeting grade level expectations (MM)** | **Building Readiness****Not yet meeting grade level expectations (NY)** |
| **Message** | **Questions** | You have asked many deep questions to help you completely explore your chosen topic. You may:* Consider aspects of your topic that are unique
* Asked questions that help you to make connections
 | You have asked enough questions to help you adequately explore your chosen topic (ex. who, what, where, why, when and how).  | You are exploring questions that will help you explore your chosen topic. You are:* Really thinking about your audience and the purpose of your writing so you ask the write questions to guide your writing
* Making sure your questions cover your topic fully
* Thinking about questions that will generate interest in your topic
 | You are working on building readiness for asking strong questions.* Why are questions important?
* What kinds of questions should we ask that help us discover who, what, where, when, why and how?
* What do you want to share about your topic?
* What do you need to learn?
* Who are you writing for?
* Why this topic?
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| **Purpose and Scope** | Your purpose is refined and your focus is well-developed and engaging throughout the expository piece. You may:* Be working hard to make sure your purpose is addressed while making things interesting
* Be trying to write for more than one purpose
 | Your purpose is clear and the focus stays on the main idea throughout the expository piece.  | You are exploring the best ways to write with a clear purpose. You are exploring:* How to maintain your focus through details
* How to communicate more clearly
* Making sure you have enough information but not too much – perfect balance (audience is important to know)
 | You are working on building readiness for clarifying your purpose and scope:* What are you communicating about and why are you communicating?
* Who is this piece for? Who will be reading it and why?
* How do you know when you are writing too much or too little? How does it change depending on your purpose?
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| **Organization and Coherence** | **Facts, details, examples, explanations** | Your facts, details, examples and explanations enhance your message and engage your audience. You may:* Look for details that are unusual or unexpected
* Look for ways to present details in new or unique ways
 | Your facts, details, examples, and explanations support your message and help build understanding.  | You are exploring using facts, details, examples and explanations that support your message. You are:* Considering how to back up your main idea through extra information.
* Gathering details and examples that clarify your main idea
* Working to make sure the details and examples are accurate and thorough
* Working to make sure you have placed the details and examples within the text in a logical and clear manner
 | You are building readiness for using details, examples, and explanations effectively:* Explore what you are trying to say and how you can back that message up with some extra information.
* Spend some more time thinking about these things **before** you compose your text.
* What role do details and examples play in a text?
* How do we know when to use them? Where do they fit?
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| **Multiple sources** | You really looked deeply at your topic and explore a great deal of information! You may:* Look in unusual places for information (interviews, artifacts, websites, blogs)
* Cite your sources professionally
 | You used an adequate number of sources to support your message. You have looked for information in more than one place. | You are exploring finding sources of information and exploring your topic enough before composing your text. You are:* Clarifying your topic, guiding questions, audience and purpose
* Exploring possible sources that will help answer your questions
* Documenting which sources you use
* Paraphrasing the information you gather into jot notes
 | You are building readiness for accessing and using multiple sources:* What do you need to know about your topic?
* Where can you look for information?
* How can additional information help your audience?
* How do you paraphrase what you learn?
* How will you combine information from more than one source?
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| **Logical structure** | The order you chose supports and enhances your message and engages your audience. You may:* Take a risk with your structure and try something new
* Work with more complex and less straightforward structures
 | The order of your information clearly presents your message and makes sense for readers.  | You are exploring how to logically organize your thoughts. You are:* Thinking about how to communicate your message before you begin to compose your text.
* Creating drafts and graphic organizers to problem-solve organization
* Thinking about your message and making sure how you organize things makes sense
 | You are building readiness for organizing your writing:* How can you present your ideas so your audience understands them?
* What graphic organizers can help you with this?
* How do you want your message to unfold? Why is organization so important when writing?
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| **Conclusions** | Your conclusion helps your audience to see how everything connects. You may:* Be working to make your conclusion not just clear but impactful and exciting
* You may be working on tying your information to a bigger idea at the end
 | Your message is clearly summarized at the end and leaves readers with a sense of closure. | You are exploring strong conclusions. You are:* Thinking about how to link your introduction to your conclusion and help your audience to come a full circle.
* Deciding what idea you want to leave with your readers at the end
* Expanding your conclusion beyond a single statement
 | You are building readiness for writing strong conclusions:* What did you start out saying?
* How can you link this to your conclusion?
* How can you leave your audience with a deeper understanding of your message?
* What is the purpose of a conclusion? How does it look in expository texts?
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| **Style and Language Choices** | **Transitions** | You used transitions that were varied and engaging. The audience was carefully moved from one thought to the next. You may:* Take risks and use transitional phrases that are less common
* Consider transitioning between words, ideas, phrases and paragraphs
 | Your ideas clearly transition from one to the next. You have used connection words and phrases correctly. | You are exploring transitional words and phrases. You are:* Thinking about what transitional words you could use and how to increase the flow of your work.
* Experimenting with new transitional words or phrases
* Paying attention to how you move from one paragraph to the next
* Working with a partner to identify places where transitions are not smooth
 | You are building readiness for working with transitions.* How can you help your audience move from one idea to the next?
* What words and phrases can you use to transition from one thought to another?
* Why are transitions such an important part of clarity and message?
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| **Language choices and writing conventions** | Your language choices are strong and consistent. You may:* Take risks and try more challenging words and language choices
* Work with less common punctuation for effect and increased complexity.
 | You have used words and phrases appropriately and spelled them correctly. Your language conventions lead to a clear message and detail support. | You are exploring the use of language choices and writing conventions. You are:* Working on precise language choice and spelling accurately
* Working on punctuation that conveys clear thought
* Using capitalization and other conventions correctly
 | You are building readiness for making strong language choices and writing conventions.* Why is it important to have precise and correct language and writing conventions?
* What are some of the rules that guide our language choices?
* Where can we go for supports?
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**Feedback:**