**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? |
| **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? |
| **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? |
| **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? |
| **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? |
| **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? |
| **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? |
| **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? |

**Feedback:**