Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expository Writing Evaluation

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| Criteria | Advanced5 | Thorough4 | Acceptable3 | Partial2 | Minimal1 |
| Introduction | Student has an excellent introduction that is thoroughly developed, which explains the topic of interest and the 3 main ideas  | Student has a good introduction that is developed. He/she includes his/her topic and 3 main ideas | Student has an appropriate introduction that is somewhat developed. He/she includes the topic and briefly discusses the 3 main ideas | Student has an introduction that is partially developed. He/she includes the topic, but the 3 main ideas are unclear | Student does not provide an introduction  |
| Topic Sentences | Student’s topic sentences are thoroughly developed and connect effectively to his/her body paragraphs | Student’s topic sentences are well developed and connect well to his/her body paragraphs | Student’s topic sentences are developed and somewhat connect to his/her body paragraphs | Student’s topic sentences are poorly developed and lack clarity. He/she has difficulty connecting his/her topic sentences to his/her body paragraphs | Student does not have any topic sentences  |
| Information/Facts | For each body paragraph, student provides 3 or more concrete, interesting/appealing facts and/or examples that are relevant and support his/her topic sentences | For each body paragraph, student provides 2 or more facts and/or examples that are relevant to his/her topic sentences | For each body paragraph, student provides at least 2 appropriate facts and/or examples that are somewhat related to his/her topic sentences | For each body paragraph, student provides at least 1 fact and/or 1 example that is unrelated to his/her topic sentence | Student does not provide any information, facts, or examples to support his/her topic sentences  |
| Conclusion | Student has an excellent conclusion that is thoroughly developed. He/ she effectively summarizes his/her 3 main ideas and effectively connects his/her understanding to his/her topic  | Student has a good conclusion that is well developed. He/ she summarizes his/her 3 main ideas and is able to somewhat connect his/her understanding to his/her topic | Student has an appropriate conclusion that is somewhat developed. He/ she summarizes his/her 3 main ideas, but has some difficulty connecting his/her understanding to his/her topic | Student has a partially developed conclusion. He/ she does not summarize his/her 3 main ideas and does not connect his/her understanding to his/her topic | Student does not provide a conclusion  |
| Organization | Student’s ideas are clear, concise, and follow a logical order. | Student’s ideas are clear and follow a good order. | Student is able to convey ideas, but lacks conciseness. | Student’s ideas are developed, but lack clarity. | Student’s ideas are not easily understood. |
| Conventions | Student has a good control of spelling, grammar, punctuation, and sentence structure. | Student has appropriate control of spelling, grammar, punctuation, and sentence structure, with few errors. | Student has some control of spelling, grammar, punctuation, and sentence structure, with many errors. | Student has a partial control of spelling, grammar, punctuation, and sentence structure, with frequent errors. | Student has frequent spelling, grammar, punctuation, or sentence structure errors that interfere with clarity. |