

Expository Essay Rubric

English II

	A	B	C	D	F
Thesis Statement	The Thesis Statement is skillfully introduced in the last sentence of the introduction. It clearly states the topic and the writer's purpose.	The Thesis Statement is introduced in the last sentence of the introduction. It generally states the topic and the writer's purpose.	The Thesis Statement is introduced in the last sentence of the introduction. It states the topic not the writer's purpose.	The Thesis Statement is introduced in the last sentence of the introduction, yet the topic OR the writer's purpose is unclear.	The Thesis Statement is not included in the introduction.
Explain Evidence	All explanations clearly and insightfully state how evidence supports topic sentence.	Most explanations clearly state how evidence supports topic sentence.	Most explanations generally state how evidence supports topic sentence.	Some explanations generally state how evidence supports topic sentence.	Explanations do not state how evidence supports topic sentence.
Evidence	All evidence is reliable and relevant and purposefully supports each topic sentence.	Most evidence is reliable and relevant and supports each topic sentence.	Most evidence is somewhat reliable and relevant and generally supports each topic sentence.	Evidence is weak and/or does not support topic sentence.	Evidence is unreliable or irrelevant and does not support each reason.
Grammar, Punctuation, Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author make minor errors in grammar or spelling that distract the reader from the content.	Author makes minimal errors in grammar or spelling that distract the reader from the content.	Author makes several grammar or spelling errors that distract the reader from the content.	Author makes so many errors comprehension of the text is inhibited.
MLA Format	Appropriate MLA Formatting was used in ALL parts of the paper.	Appropriate MLA Formatting was most in some parts of the paper.	Inconsistent or incorrect MLA Formatting was used in paper.	Hardly any MLA Formatting was used in paper.	MLA Formatting was not used

Points will be deducted for

- ◆ Use of Dead Words
- ◆ Lack of Transitions

Expository Paper Rubric

Nancy W. Sindelar



Expository Paper Rubric:

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them **Leaders of Their Own Learning** Ron Berger, Leah Rugen, Libby Woodfin, EL Education, 2013-12-30 From EL Education comes a proven approach to student assessment Leaders of Their Own Learning offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country Student Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them This requires a set of interrelated strategies and structures and a whole school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning Includes everything teachers and school leaders need to implement a successful Student Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress improve achievement and involve families and communities in the life of the school Describes each of the book's eight key practices gives advice on how to begin and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher Leaders of Their Own Learning shows educators how to ignite the capacity of students to take responsibility for their own learning meet Common Core and state standards and reach higher levels of achievement Video and other supplementary materials are not included as part of the e book file but are available for download after purchase **English Teacher's Guide to Performance Tasks and Rubrics** Amy Benjamin, 2013-11-12 This book provides step by step procedures student hand outs and samples of student work **Tools Students Need to Be Skillful Writers** Phyllis Hostmeyer, 2012-10-23 This sourcebook of sentence level grammar activities is designed to give students explicit practice and confidence in writing a variety of sentence types effectively It is a book of practical ideas to be shared by real teachers as they help students to study and practice the craft of

writing following standard written English and providing insights into the courtesies of consistent and accurate mechanics spelling and usage **Standards-based Activities with Scoring Rubrics: Performance-based portfolios** ,2002

Assessing Writing, Teaching Writers Mary Ann Smith,Sherry Seale Swain,2016 Many writing teachers are searching for a better way to turn student writing into teaching and learning opportunities without being crushed under the weight of student papers This book introduces a rubric designed by the National Writing Project the Analytic Writing Continuum AWC that is making its way into classrooms across the country at all grade levels The authors use sample student writing and multiple classroom scenarios to illustrate how teachers have adapted this flexible tool to meet the needs of their students including using the AWC to teach revision give feedback direct peer to peer response groups and serve as a formative assessment guide This resource also discusses how to set up a local scoring session and how to use the AWC in professional development Book Features Introduces teachers to a powerful assessment system and teaching tool to support student writing achievement Offers a diagnostic tool for guiding students toward a common understanding of the qualities of good writing Provides ideas for helping students learn from models and give productive feedback to peers Illustrates ways to adjust the AWC to various grade levels and different teaching goals Smith and Swain reveal how the Analytic Writing Continuum assessment tool can be used as a catalyst for a deeper understanding of writing and a source for a common language for teaching and learning writing I would recommend this book to all involved in the process of English language arts curriculum and instruction Jessica Early Arizona State University As a teacher of diverse students in myriad grades I ve found the Analytic Writing Continuum to be an invaluable tool If you teach writing you need this book Bob Crongeyer codirector Area 3 Writing Project at UC Davis **180 Days to Successful Writers** Karen Donohue,Nanda N.

Reddy,2005-12-08 Enhance your students writing skills and boost their scores on standardized writing tests In today s high stakes environment standardized test scores not only gauge student performance but are also linked to a school s status and the funding it receives This helpful resource provides educators with a classroom tested writing curriculum that has proven to boost student scores on standardized writing tests while helping them develop skills for lifelong writing success The authors offer structured day to day lesson plans linked to national standards easy to use writing tools and carefully crafted unscripted lessons that cover a scope and follow a sequence that aims for student success This curriculum is designed to help you Become a confident writing teacher Prepare your students for all practical applications of writing Provide students with the analytical tools and skills they need to succeed on standardized writing tests Accommodate students strengths and weaknesses Create confident readers and writers of your most reluctant students Your students need more than writing prompts and grammar lessons to ensure they will have lifelong writing success Finally a way for teachers to provide quality writing instruction that allows them to meet testing demands on time and with confidence *Strategies for Developing Higher-Order Thinking Skills, Grades 6-12* Wendy Conklin,2012-04-01 A professional strategies notebook developed for

grades 6-12 provides teachers with strategies to build every student's mastery of high-level thinking skills and includes model lessons featuring questioning, decision-making, creative thinking, problem-solving, and idea-generating. *Using Test Data for Student Achievement* Nancy W. Sindelar, 2011-11-11 Schools are drowning in test data but many schools do little with test results other than sort students into various categories of proficiency or lack thereof. Some educators feel testing has taken the joy out of teaching. Others believe valuable instructional time has been lost as a result of testing. Yet NCBL and other federal and state mandates have placed educators under increasing pressure to make certain all students meet standards on high-stakes tests. Now more than ever, teachers and administrators need to embrace testing as a valuable classroom tool to guide instruction, use efficient technological resources available for test scoring and analysis, and profit from the benefits of test analysis to increase learning and achievement. *Using Test Data for Student Achievement* shows educators step-by-step how to use test data to facilitate student learning. The book combines research, technology, and Sindelar's experience as a teacher and administrator to provide practical and efficient ways to use test data to increase learning, close achievement gaps, and even raise test scores.

Writing in the Content Areas Amy Benjamin, 2013-11-07 Do you spend entirely too much time correcting your students' papers? Do your students' essays and term papers take side trips to nowhere? Is their writing riddled with mechanical errors? Do their lab reports and essays lack specificity and clarity? *Writing in the Content Areas*, Second Edition, is for middle and high school content area teachers who assign essays, term papers, lab reports, and other writing tasks to students. This book provides strategies and tips to help teachers of social studies, science, art, etc. improve the quality of students' writing and apply national and state curriculum standards in your classroom. The strategies in this book can be integrated easily into every teacher's daily plans. They will help your students improve their abilities to reflect before writing, organize and classify, provide detail without padding, use technical terminology correctly, avoid unnecessary words, spell correctly, take useful notes while they read, and during your lectures. This book will help teachers get what they want from a writing task, frame their assignments more precisely, correct student papers more quickly and efficiently. The new second edition offers activities and strategies which involve technology, word processing, presentation, programming, the Internet, and e-communications, differentiated instruction, and brain-based learning. **Writing Rediscovered** Elizabeth

Wardle, 2025-09-30 *Reframe Your Ideas About Writing: Reclaim Your Power as a Writer* In *Writing Rediscovered*, author and writing scholar Elizabeth Wardle invites you to transform your approach to writing through nine powerful threshold concepts. These foundational ideas will reshape how you think, feel, and act as a writer. Rather than offering generic writing tips, this book dives deep into what's holding you back from seeing yourself as a writer. You'll challenge your beliefs about what writing is, who can be a writer, and what makes writing good. Dr. Wardle helps you reflect on past experiences with writing instruction and replace damaging ideas with more productive ones. *Writing Rediscovered* blends decades of research with accessible, interactive methods, offering practical tools to help you reshape your writing identity. Whether you're writing

reports emails or poetry this book will change how you approach writing Inside the Book Research based strategies for building writing confidence and understanding your relationship with writing Insights into how your experiences emotions body and tools influence your writing process Reflective activities to actively engage you in transforming your writing life Exercises for developing your personal writing process and toolkit Guidance for creating a Writer s Manifesto to shape your writing going forward From the author of Writing About Writing the groundbreaking textbook that revolutionized college writing instruction Writing Rediscovered dismantles harmful myths about writing As Director of the Howe Center for Writing Excellence at Miami University Elizabeth Wardle brings decades of experience helping writers of all kinds redefine their relationship with writing It s time to reframe your writing Reclaim your voice And rediscover the power of your words

Rubrics Germaine L. Taggart,Sandra J. Phifer,Judy A. Nixon,Marilyn Wood,1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics_ from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics

The Teacher's Handbook Anthony D. Fredericks,2010-01-16 Good teaching is much more than a college degree and a collection of lesson plans This book is unique in that it focuses on the basic and essential elements of quality teaching It s designed specifically for teachers both novice and experienced looking for down to earth practical answers to their questions and concerns From the first day to assessment and from homework to classroom management this book has it all The Teacher s Handbook an all in one sourcebook of practical ideas and solutions provides simple convenient strategies for every classroom teacher A creative range of inside information is offered for teachers to dip into and savor for their professional and personal pursuits The Teacher s Handbook is organized for hungry teachers a veritable smorgasbord of possibilities to taste and test as part of a sumptuous professional feast

Resources for Student Assessment Peggy Kelly,M. G. Kelly,Jon Haber,2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels School Library Journal

Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002 The Testing Trap George Hillocks,2002-04-12 Do statewide assessments really do what they are supposed to do Through interviews with over three hundred teachers and administrators Hillocks examines whether state writing tests in Illinois Kentucky Oregon New York and Texas actually improve students ability to express their thinking in writing Ultimately Hillocks argues that the majority of existing tests actually have a harmful effect on the way students are taught to write In addition to providing analyses of assessments that do not encourage good writing The Testing Trap contrasts them to those that do Concluding with practical procedures for examining and

evaluating writing assessments this book is a provocative and essential read for administrators teachers policymakers parents and all who care about the education of our children Effective School Interventions, Second Edition Natalie Rathvon, 2008-08-14 This highly practical resource and text presents 70 interventions that have been demonstrated to improve the classroom learning environment academic achievement and student behavior and social competence Each intervention is presented in a brief standardized format with step by step procedures that can easily be implemented by Pre K 12 teachers and other school based professionals The volume includes best practice guidelines for designing implementing and evaluating evidence based school interventions as well as strategies for combining multiple interventions to create a comprehensive program at the individual class or schoolwide level *Handbook of Automated Essay Evaluation* Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the IntellimetricTM Engine c raterTM and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the IntellimetricTM engine c raterTM and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and

cognitive psychology **English Language Arts, Grade 6 Module 1** PCG Education, 2015-10-01 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences, the standards require Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research, and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6-12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception, Blended learning experiences for teachers and leaders that enrich and extend the learning, A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

Curriculum Design for Writing Instruction Kathy Tuchman Glass, 2004-12-09 The author's conversational style hooks and easily engages readers into the four-step curriculum design process, well-sequenced array of design templates and lesson models, synthesis of the six traits and writing process elements, and integration of history, social science, and science content. Carl Zon, Standards and Assessment Consultant, Coach Connections, Sunnyvale, CA. This book effectively walks educators through the standards-based lesson design process in a way that is clear, compelling, and achievable while simultaneously building content knowledge and extending understanding. Ruth Goldhammer, Coordinator Curriculum and Staff Development, San Mateo County Office of Education, CA. Design innovative and engaging lessons and units that produce measurable gains. This clever new resource takes the reader step by step through the curriculum design process from identifying national and local standards and translating them into user-friendly language to crafting meaningful writing assignments and assessments that effectively reveal student strengths and weaknesses. Rooted in the six traits model of instruction and assessment and illuminated by relevant classroom examples.

Class's four part process shows teachers how to Identify grade level content standards for writing Create a teacher rubric with a clear set of criteria for writing assessment Craft a student checklist that guides students through the unit and prepares them for teacher expectations Design lessons that help students achieve success Replete with tools strategies examples and reproducibles Curriculum Design for Writing Instruction is a valuable resource for any teacher who wants to boost student achievement in writing for any subject and for any grade level

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