

**EXPOSITORY RUBRIC GRADE 6**

	2 Very Limited	3	4 Basic	5	6 Satisfactory	7	8 Accomplished
Focus/Coherence	<b>Controlling Idea (14A, 17Aii)</b> <input type="checkbox"/> missing, unclear, illogical <b>Sustained Focus</b> <input type="checkbox"/> ideas are illogical and do not support the controlling idea	<b>Controlling Idea (14A, 17Aii)</b> <input type="checkbox"/> weak, somewhat unclear <b>Sustained Focus</b> <input type="checkbox"/> ideas are somewhat logical and sometimes supports the controlling idea	<b>Controlling Idea (14A, 17Aii)</b> <input type="checkbox"/> clear, mostly focused <b>Sustained Focus</b> <input type="checkbox"/> ideas are generally logical and mostly support the controlling idea	<b>Controlling Idea (14A, 17Aii)</b> <input type="checkbox"/> clear, specific, focused <b>Sustained Focus</b> <input type="checkbox"/> ideas are unified, logical, and consistently support the controlling idea			
Organization	<b>Structure (14B)</b> <input type="checkbox"/> inappropriate to purpose and prompt (17Aiii) <input type="checkbox"/> no flow of ideas <b>Progression of Idea</b> <input type="checkbox"/> illogical and uncontrolled <input type="checkbox"/> lack of transitions (14C, 17Av) <input type="checkbox"/> lacks sentence-to-sentence connections <b>Introduction and Conclusion (17Ai)</b> <input type="checkbox"/> introduction is inappropriate, ineffective and unrelated to the prompt <input type="checkbox"/> missing hook, lead <input type="checkbox"/> conclusion is not present or unrelated	<b>Structure (14B)</b> <input type="checkbox"/> not always appropriate to purpose and prompt (17Aiii) <input type="checkbox"/> disrupts the flow of ideas <b>Progression of Idea</b> <input type="checkbox"/> not always logical and controlled <input type="checkbox"/> weak transitions (14C, 17Av) <input type="checkbox"/> weak sentence-to-sentence connections <b>Introduction and Conclusion (17Ai)</b> <input type="checkbox"/> introduction is partially effective and loosely supports the prompt <input type="checkbox"/> contains hook and lead <input type="checkbox"/> conclusion restates the controlling idea	<b>Structure (14B)</b> <input type="checkbox"/> mostly appropriate to purpose and prompt (17Aiii) <input type="checkbox"/> supports the flow of ideas <b>Progression of Idea</b> <input type="checkbox"/> generally logical and controlled <input type="checkbox"/> includes transitions (14C, 17Av) <input type="checkbox"/> sufficient sentence-to-sentence connections <b>Introduction and Conclusion (17Ai)</b> <input type="checkbox"/> introduction is effective and supports the prompt <input type="checkbox"/> generally effective hook and lead <input type="checkbox"/> conclusion appropriately connects ideas	<b>Structure (14B)</b> <input type="checkbox"/> appropriate to purpose and prompt (17Aiii) <input type="checkbox"/> enhances the flow of ideas <b>Progression of Idea</b> <input type="checkbox"/> logical and well-controlled <input type="checkbox"/> meaningful and well-chosen transitions (14C, 17Av) <input type="checkbox"/> strong sentence-to-sentence connections <b>Introduction and Conclusion (17Ai)</b> <input type="checkbox"/> introduction is engaging and convincingly supports the prompt <input type="checkbox"/> effective hook and lead <input type="checkbox"/> conclusion connects ideas in a fresh, mature way			
Development of Ideas	<b>Evidence</b> <input type="checkbox"/> inappropriate or insufficient evidence (17Aiii, 17C) <b>Depth and Interest</b> <input type="checkbox"/> vague or confusing (17C) <input type="checkbox"/> lack of understanding of the expository writing task <input type="checkbox"/> simplistic response	<b>Evidence</b> <input type="checkbox"/> surface-level or partial evidence supporting controlling idea (17Aiii, 17C) <b>Depth and Interest</b> <input type="checkbox"/> little or no thoughtfulness (17C) <input type="checkbox"/> limited understanding of the expository writing task <input type="checkbox"/> formulaic, repetitive response	<b>Evidence</b> <input type="checkbox"/> appropriate evidence supporting controlling idea (17Aiii, 17C) <b>Depth and Interest</b> <input type="checkbox"/> somewhat thoughtful (17C) <input type="checkbox"/> good understanding of the expository writing task <input type="checkbox"/> original rather than formulaic response	<b>Evidence</b> <input type="checkbox"/> well-chosen evidence supporting controlling idea (17Aiii, 17C) <b>Depth and Interest</b> <input type="checkbox"/> thoughtful and engaging (17C) <input type="checkbox"/> thorough understanding of the expository writing task <input type="checkbox"/> incorporates unique experience(s) or world view			
Use of Language/ Conventions	<b>Word Choice (14C)</b> <input type="checkbox"/> does not establish a tone appropriate to the task <input type="checkbox"/> does not contribute to quality and clarity of the essay <b>Sentence Structure</b> <input type="checkbox"/> unvaried, simplistic, uncontrolled (14C, 17Av, 19B,19C) <input type="checkbox"/> significantly limits the effectiveness of the essay <b>Conventions (13D)</b> <input type="checkbox"/> severely affects the clarity of the essay <input type="checkbox"/> little to no command of sentence boundaries and age appropriate spelling (21A), capitalization (20A), punctuation (20B), grammar (19A), and usage conventions	<b>Word Choice (14C)</b> <input type="checkbox"/> does little to establish a tone appropriate to the task <input type="checkbox"/> may not contribute to quality and clarity of the essay <b>Sentence Structure</b> <input type="checkbox"/> somewhat varied and awkward (14C, 17Av, 19B,19C) <input type="checkbox"/> weakens the effectiveness of the essay <b>Conventions (13D)</b> <input type="checkbox"/> may affect the clarity of the essay <input type="checkbox"/> partial command of sentence boundaries and age appropriate spelling (21A), capitalization (20A), punctuation (20B), grammar (19A), and usage conventions	<b>Word Choice (14C)</b> <input type="checkbox"/> establishes a tone appropriate to the task <input type="checkbox"/> usually contributes to quality and clarity of the essay <b>Sentence Structure</b> <input type="checkbox"/> varied and adequately controlled (14C, 17Av, 19B,19C) <input type="checkbox"/> contributes to the effectiveness of the essay <b>Conventions (13D)</b> <input type="checkbox"/> do not affect the clarity of the essay <input type="checkbox"/> adequate command of sentence boundaries and age appropriate spelling (21A), capitalization (20A), punctuation (20B), grammar (19A), and usage conventions	<b>Word Choice (14C)</b> <input type="checkbox"/> maintains a tone appropriate to the task <input type="checkbox"/> strongly contributes to quality and clarity of the essay <b>Sentence Structure</b> <input type="checkbox"/> purposeful and well-controlled (14C, 17Av, 19B,19C) <input type="checkbox"/> enhances the effectiveness of the essay <b>Conventions (13D)</b> <input type="checkbox"/> contributes to the overall effectiveness of the essay <input type="checkbox"/> consistent command of sentence boundaries and age appropriate spelling (21A), capitalization (20A), punctuation (20B), grammar (19A), and usage conventions			