

# **MIDDLE SCHOOL EXPOSITORY WRITING RUBRIC** **GRADES 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>**

<b>4</b> <b>(Exceeds Standards)</b>	<b>Development of Language</b> <ul style="list-style-type: none"> <li>• Opening, premises, and conclusions introduce clearly stated information clearly.</li> </ul>	<b>Purpose/Topic</b> <ul style="list-style-type: none"> <li>• Variety and quality of sentences consistently enhances the essay.</li> <li>• Rich, effective vocabulary and language use.</li> <li>• Voice is engaging and appropriate for the purpose of the essay.</li> <li>• The paper is well-developed throughout.</li> </ul>	<b>Organization</b> <ul style="list-style-type: none"> <li>• Introduction makes strong, positive direction, and shows a perspective on the topic.</li> <li>• Conclusion thoughtfully and effectively ends the paper.</li> <li>• Transitions between paragraphs and sentences are logical and enhance meaning.</li> </ul>	<b>Development &amp; Support of Content</b> <ul style="list-style-type: none"> <li>• Paragraphs reflect logical, unified thinking, strongly promote the essay's focus, and effectively present details.</li> <li>• Includes relevant and appropriate information.</li> </ul>
<b>3</b> <b>(Meets Standards)</b>	<ul style="list-style-type: none"> <li>• Very few errors.</li> <li>• Opening, premises, and conclusions are clearly correct.</li> <li>• (Usage is mostly correct).</li> </ul>	<ul style="list-style-type: none"> <li>• Variety and quality of sentences are evident in the essay.</li> <li>• Effective vocabulary and language use.</li> <li>• Voice and content are appropriate for the purpose of the essay.</li> <li>• The paper is informative and clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction makes strong, positive direction, and shows a perspective on the topic.</li> <li>• Conclusion effectively ends the essay, and includes information beyond main content.</li> <li>• Transitions between paragraphs and sentences are logical.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs reflect unified thinking, promote the essay's focus, and effectively present details.</li> <li>• Includes relevant and appropriate information.</li> </ul>
<b>2</b> <b>(Approaching Standards)</b>	<ul style="list-style-type: none"> <li>• Errors in spelling, grammar, and punctuation.</li> <li>• Errors obscure clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentence variety, but often based on simple sentence patterns.</li> <li>• Simple vocabulary and language use.</li> <li>• Voice may not be appropriate for essay.</li> <li>• Essay paper suffers from some confusion and disorganization.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction makes the essay, provides limited direction, and shows little engagement with topic.</li> <li>• Conclusion ends the essay with summary and repetition only.</li> <li>• Transitions between paragraphs and sentences are rudimentary or ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs reflect limited thinking, sometimes promote the essay's focus, and present some, but not enough details.</li> <li>• Includes some relevant and appropriate information.</li> </ul>
<b>1</b> <b>(Below Standards)</b>	<ul style="list-style-type: none"> <li>• Errors in spelling, grammar, and punctuation interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Little sentence variety.</li> <li>• Vocabulary errors and poor use of language.</li> <li>• Voice inappropriate for the purpose of the essay.</li> <li>• The paper often suffers from confusion and disorganization, and fails to address the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction lacks interest, direction, and engagement with topic.</li> <li>• Conclusion is either missing or states only a bare summary.</li> <li>• Lack of transitions between sentences and paragraphs significantly limits meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs lack unified thinking and the essay's focus, and lack effective details.</li> <li>• Relevant and appropriate information may interfere with the meaning of the essay.</li> </ul>

**4 - Not Scored**

- 0 - None
- 1 - Insufficient to score
- 2 - A blank page or is off topic

Exceeds means "exceeds the other two standards" versus the goal of "solid writing." To accomplish that, the paper has developed to the use of facts and statistics, information, cause and effect relationships, or examples. Since facts are factual, they are either correct details and usually written in the third person. That means that the use of the pronoun "I" is not usually found within the essay.

# Expository Writing Rubrics For Middle School

**Rachel S Tattersall**



## **Expository Writing Rubrics For Middle School:**

**Instructional Leadership Efforts and Evidence-Based Practices to Improve Writing Instruction** VanSlander, Jennifer, 2023-10-11 Writing is a critical skill for academic and professional success yet it is often neglected in schools. According to achievement data, only a quarter of students in the United States are proficient writers, indicating a significant need for improvement in writing instruction. One contributing factor to this problem is the lack of school and district leadership in writing instruction. School improvement efforts are often concentrated on reading and math, leaving writing instruction overlooked. Additionally, issues related to writer identities, self-efficacy in writing, and educator training can also impact the effectiveness of instructional leadership in this critical subject. **Instructional Leadership Efforts and Evidence-Based Practices to Improve Writing Instruction**, edited by Jennifer VanSlander of Columbus State University, provides within this peer-reviewed book an exploration of evidence-based practices aimed at developing instructional leaders and enhancing student achievement in writing. It covers a broad range of topics related to writing instruction, including learning theories, conceptual models, and the latest empirical research associated with the supervision, organization, implementation, and monitoring of writing programs and instructional approaches. With its emphasis on writer identities, self-efficacy, equitable and inclusive practices, curriculum planning and implementation, assessment, instructional frameworks, and managing instructional change, this book provides educators with a comprehensive guide to improving writing instruction. It is an essential resource for educators who seek to increase the effectiveness of instructional leadership and writing instruction at the classroom, school, or district level.

**Prioritizing the Common Core** Larry Ainsworth, 2013 The consensus among educators nationwide is that in-depth instruction paired with focused assessment of essential concepts and skills are far more effective than superficially covering every concept and skill in the standards. Educators are faced with the task of teaching all standards while meeting the extraordinary range of student learning needs. **Prioritizing the Common Core** offers common sense solutions to the dilemmas teachers face today in implementing the new, more rigorous national standards. Chapters present a rationale for prioritizing the Common Core, a step-by-step process for prioritizing standards in language arts and mathematics, strategies for soliciting feedback and input from everyone in the district or school prior to the final determination of the Priority Standards, and detailed summaries of the process schools in six different districts used to identify their Priority Standards, with accompanying commentary by those who directed the work.

**Writing** Elena L. Grigorenko, 2012 This book captures the diversity and richness of writing as it relates to different forms of abilities, skills, competencies, and expertise. Psychologists, educators, researchers, and practitioners in neighboring areas are interested in exploring how writing develops and in what manner this development can be fostered, but they lack a handy, unified, and comprehensive source of information to satisfy their interest. The goal of this book is to fill this void by reflecting on the phenomenon of writing from a developmental perspective. It contains an integrated set of chapters devoted to issues of

writing how writing develops how it is and should be taught and how writing paths of development differ across writing genres Specifically the book addresses typologies of writing pathways of the development of writing skills stages of the development of writing individual differences in the acquisition of writing skills writing ability and disability teaching writing and the development and demonstration of expertise in writing      **How to Reach and Teach All Children Through Balanced Literacy** Sandra F. Rief, Julie A. Heimburge, 2007-08-17 How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3-8 The balanced literacy method combines the best practices of phonics and other skill based language instruction with the holistic literature based approach in order to help you teach reading writing and speaking in a clear and approachable format This dynamic resource offers an easily accessible research based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F Rief and Julie A Heimburge The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost The book can be used across content areas and is filled with reproducible worksheets activities and other handy classroom tools Some topics covered include Shared book experiences Reading aloud Oral language and vocabulary development Guided reading for comprehension Modeled writing Reading and writing conferences Book clubs Content area reading and writing Ongoing assessments Enhancing literacy through technology      **Working Together to Improve Literacy** Graham Foster, 2008 This practical book shows literacy leaders how to win the support of the whole school community and implement school wide initiatives that improve student reading and writing Exemplary reading and writing projects are introduced along with strategies for successful collaboration in a variety of situations This comprehensive resource clarifies the role of coach or principal and recognizes how important the empowerment of teachers is throughout the collaborative process

Standards-based Activities with Scoring Rubrics: Performance-based portfolios, 2002      Rock the STAAR Middle School Expository Writing Charles Fears, 2013-10-27 This text provides easy to use charts and short instruction activities that are designed to improve middle school student writing skills and ensure they Score a 4 on the STAAR Expository Writing Composition The instruction activities assessments and rubrics are aligned with Texas state standards and support the vertical alignment of English Language Arts writing instruction for grades 6-8 Repetition short instruction visual aids and correctly completed examples accommodate both Special Education students and Limited English Proficiency students while providing challenges for the Gifted and Talented writer in the classroom with metacognitive activities This book is so easy to use that teachers across the content areas could incorporate it into their daily instruction as daily warm up activities The campus wide implementation of this book will support higher levels of student performance on the STAAR Expository Writing Composition Help all of your students Score a 4      *Middle School Journal*, 2004      The Author's Profile Teri Beaver, 1998

**Resources in Education**, 1998      *Writer's Choice Writing Assessment and Evaluation Rubrics Grade 7* McGraw-Hill

Staff,2000-09 The Writing-Rich High School Classroom Jennifer Berne,2009 This unique resource gives teachers everything they need to set up and manage a successful writing workshop in a high school classroom By creating a classroom centered on writing the workshop approach helps students develop skills and strategies for mastering numerous writing tasks and genres After introducing the workshop s fundamental principles and methods the book explains how to guide students through the entire writing process from planning and drafting to revising giving and receiving feedback editing and publishing their work Guidelines for valid reliable assessment and evaluation of student work are included Enhancing the book s utility are numerous tables figures and How s it done boxes that offer classroom tested tools and tips **Glencoe Writer's Choice** ,2005 **Strategies for Teaching Learners with Special Needs** Edward A. Polloway,James R. Patton,Loretta Serna,2008 Revised to incorporate important new information about No Child Left Behind and the 2004 re authorization of IDEA this classic work in the field of teaching methodology for students with special needs continues to be the most comprehensive textbook available for students with mild high incidence disabilities i e learning disabilities mild retardation intellectual disabilities emotional and behavioral disorders and students experiencing learning problems in the general education classroom The focus of the book is on effective instructional strategies for students being served in diverse educational settings with a primary emphasis on those being taught in inclusive educational environments In Part I the text provides basic information on curriculum development and instruction while in Part II an in depth discussion of key curricular areas is provided For educators teaching learning disabled students **Implementing the SIOP Model Through Effective Professional Development and Coaching** Jana Echevarría,Deborah Short,MaryEllen Vogt,2008 Click here to watch videos of the authors talking about the SIOP Model Take the SIOP Model to the next level and implement the ground breaking sheltered instruction observation protocol in your school This book is an indispensable resource for K 12 teachers professional development coordinators and coaches and is the ideal companion to Making Content Comprehensible for English Learners The SIOP Model Written by renowned author team Jana Echevarria Deborah Short and MaryEllen Vogt Implementing the SIOP Model discusses effective implementation of the SIOP Model and addressees the how and the why of incorporating the SIOP into school curricula This new addition to the SIOP series provides effective professional development and coaching for all those involved with English learners **The Simple 6: A Writing Rubric for Kids** Kay Davidson,2009 **Thinking about Writing** Jennifer Moore,2003 Illinois Standards Achievement Test ,2000 *Real Leaders, Real Schools* Gerald C. Leader,Amy F. Stern,2008 Real Leaders Real Schools tells the stories of five urban public school principals who led their schools through profound and transformative changes In each of these cases their efforts resulted in dramatic improvements in student achievement improvements that occurred within the current environment of high stakes tests The revealing and often gripping narratives that form the heart of this remarkable book offer unprecedented insights into the meaning and practice of effective school leadership The stories themselves are often inspiring but they are never idealized

All of these principals met with frustrations as well as successes setbacks as well as breakthroughs All regularly reassessed their policies and practices and all acknowledged and learned from their errors along the way Yet all believed in their staffs and their students and all found innovative ways to transform and improve their schools These are true stories of successful leadership against enormous odds They provide countless lessons for today s school leaders and all who are committed to education reform **Real Leaders Real Schools** breaks new ground with its in depth profiles of five school leaders in the Boston Public Schools It sheds new light on how school leaders can achieve positive results for all students by providing support to staff and students in courageous focused creative and innovative ways The book provides a wealth of insights into school leadership and how leadership can be shaped by continuous learning and reflection Thomas Payzant Professor of Practice Harvard Graduate School of Education and former Superintendent Boston Public Schools Through provocative case studies Leader and Stern demonstrate that there is more than one route to effective school leadership This book is an essential contribution to our understanding of school leadership Debra Meyerson Associate Professor of Education Stanford University The well written inspiring accounts of leadership in **Real Leaders Real Schools** tell us much about the current state of education The book reveals how improvement too often requires almost superhuman funds of stamina and talent from its leaders and a willingness to go against the prevailing culture of teaching and supervision A penetrating study of schools and school leadership Mike Schmoker author of **Results NOW How We Can Achieve Unprecedented Improvements in Teaching and Learning** **Real Leaders Real Schools** confronts the most important question in education today What difference can school leaders and teachers make in schools that are confronted with seemingly overwhelming challenges With compelling cases and a thoughtful synthesis of evidence the book provides important insights not only for those serving high poverty schools but for everyone committed to educational equity and excellence Douglas B Reeves Founder The Leadership and Learning Center Gerald C Leader is Professor Emeritus at Boston University He has researched and taught leadership for over thirty years in educational nonprofit and private sector organizations Leader currently directs and teaches in the Educational Leadership Institute which he founded in 2002 to prepare educational leaders for public and charter schools in the Boston area Amy F Stern is on staff at the Edward Everett Elementary School in Boston

**Assessing and Correcting Reading and Writing Difficulties** Thomas G. Gunning, 2002 This text provides numerous examples and thorough coverage of procedures for assessing and instructing struggling readers of all ages In keeping with current theory the text emphasizes prevention and early intervention It is based on the premise that student performance is variable and that assessment and instruction are planned and modified to meet the varied needs and levels of students Gunning does not subscribe to a medical model that emphasizes deficiencies but rather focuses on what students can do This text calls for inclusion not exclusion but recognizes that struggling learners need expert carefully planned assessment and instruction Assessment coverage includes a grounding in basic concepts of tests and measurement While formal standardized measures are

described emphasis is placed upon informal but highly regarded techniques such as the informal reading inventory miscue analysis running records observation think alouds holistic scoring of writing and portfolio assessment In addition to chapters devoted specifically to assessment ways to connect assessment and instruction are mentioned throughout the text Coverage of instructional techniques is thorough and practical Nine chapters are devoted to instructional techniques

Delve into the emotional tapestry woven by Emotional Journey with in **Expository Writing Rubrics For Middle School** . This ebook, available for download in a PDF format ( Download in PDF: \*), is more than just words on a page; it's a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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