

Reviewing student writing

Exposition Text Type

Student name: _____

Class: _____

Date: _____

	Elementary <i>My writing is below the expected level.</i>	Developing <i>My writing is close to the expected level.</i>	Proficient <i>My writing meets the expected level.</i>	Advanced <i>My writing is above the expected level.</i>
Opening Statement and Point of View	<input type="checkbox"/> I don't explain what the topic is, and I don't give my point of view of it.	<input type="checkbox"/> My writing explains the topic, but my point of view is not obvious—I don't give my reader a clear idea of what I think.	<input type="checkbox"/> My writing begins by explaining the topic, and I clearly state my point of view.	<input type="checkbox"/> My writing begins by explaining the topic, and I clearly and strongly state my point of view. It makes my reader want to agree with me!
Content	<input type="checkbox"/> I don't write any real arguments with evidence.	<input type="checkbox"/> I give some supporting arguments for my point of view. I have some evidence, but my overall argument is not very clear or persuasive.	<input type="checkbox"/> I give supporting arguments for my point of view and back them up with evidence.	<input type="checkbox"/> I give several, strong supporting arguments for my point of view, and back them up with evidence. I show a good understanding of the topic.
Structure and Cohesion	<input type="checkbox"/> My arguments are jumbled.	<input type="checkbox"/> My arguments are somewhat organised but not always in a logical way.	<input type="checkbox"/> I put my arguments in a logical order.	<input type="checkbox"/> I put my arguments in a logical order that builds into a very strong argument.
Language Features	<input type="checkbox"/> My words are not very persuasive, and I don't use evaluative words to show my opinion.	<input type="checkbox"/> I use some persuasive and evaluative words and connect my ideas with time words. I use some common relating, thinking and action verbs.	<input type="checkbox"/> I use persuasive and evaluative words (eg <i>important, ugly, beautiful</i>) and connect my ideas with time words. I use relating, thinking and action verbs. I also include reported speech at times.	<input type="checkbox"/> I use persuasive and evaluative words and connect my ideas with time words. As well as using reported speech, I use my own words to express what I have heard or read.
Conclusion	<input type="checkbox"/> I haven't written a conclusion.	<input type="checkbox"/> My exposition has a conclusion, but it only partly sums up my point of view.	<input type="checkbox"/> My conclusion ties my exposition together.	<input type="checkbox"/> My forceful and moving conclusion ties my exposition together. It helps to build a strong argument, and I suggest further action on the topic.
Grammar and Spelling	<input type="checkbox"/> I spell a few words correctly and use correct grammar sometimes.	<input type="checkbox"/> I spell many words correctly and use correct grammar often.	<input type="checkbox"/> I use correct spelling and grammar most of the time.	<input type="checkbox"/> I use correct spelling and grammar.
Punctuation	<input type="checkbox"/> I rarely use correct punctuation.	<input type="checkbox"/> I use some correct punctuation.	<input type="checkbox"/> I use correct punctuation most of the time.	<input type="checkbox"/> I use correct punctuation.
Handwriting	<input type="checkbox"/> My handwriting is difficult to read.	<input type="checkbox"/> My handwriting is fairly easy to read.	<input type="checkbox"/> My handwriting is neat and easy to read.	<input type="checkbox"/> My handwriting is neat, attractive and easy to read.

Comment: _____