

Summative Assessment 2 Expository Writing Rubric For the Unit Plan: Info Expo

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Expository Writing Rubric

Performance Assessment

Duration: One 55-minute session to deliver the assignment

Standard(s) Assessed: L.A.B.1.3.1.8.1, L.A.B.1.3.1.8.2, L.A.B.1.3.2.8.3, L.A.B.1.3.2.8.7, L.A.B.1.3.2.8.8, L.A.B.1.3.3.8.2, L.A.B.1.3.3.8.3, L.A.B.1.3.3.8.4, and L.A.B.1.3.3.8.5

Description of Assessment Activity: Following a unit on the research process and writing a research paper, students create a research paper for the expository writing assignment. The teacher provides the Expository Writing Rubric before students begin writing. They review expectations for the assignment. When papers are collected, the teacher assesses the writing assignment with the same expository writing rubric.

Teacher Directions:

1. Complete the necessary lessons for the research unit Info Expo.
2. During the unit, students practice writing a research paper in groups. Advise students the next assignment is to complete the report on their own.
3. Provide students with a due date for the completion of the report. Generally, one to five class sessions is a good rule of thumb. This is estimating that the teacher provides class time for research and writing. The teacher can choose to deliver the assignment and have students complete it on their own time. Alternatively, the teacher can deliver the assignment, allow one class day for library time, and one class day for peer editing. On the other hand, the teacher can use a full week to allow students to write the paper. The teacher should base this decision on what works best for the classroom.
4. Provide students with a copy of the expository rubric to define expectations up front. Remind students this is the same rubric used to complete the collaborative reports.
5. Emphasize the importance of using the report checklist. This is also the same checklist used to complete the collaborative reports.
6. Establish a collection date for the reports.
7. Collect the reports and score with the Expository Writing Rubric.
8. Check to see all of the components required by the report checklist are attached and labeled. For example, the checklist requires items such as the title page and Works Cited list. These are formatting items and do not receive a grade.

Student Directions:

1. Complete the practice writing of a research paper in groups. Review teacher's feedback regarding the group paper and use this information to assist in writing your individual paper.
2. Note the due date for the completion of the individual report.

3. Review your copy of the expository rubric to refresh yourself with the required expectations. This is the same rubric used to complete the collaborative reports.
4. Using the report checklist, complete the necessary attachments for the report.
5. Draft, edit, and revise the report.
6. Let a peer edit your paper using the Peer Response Sheet.
7. Turn in the report.

Scoring Method and Criteria:

The expository writing rubric is a 4-point analytic rubric.

- The 4 category should be what a professional would be able to do in the real world, and if any students achieve this they are golden.
- The 3 category should be a 90-100 score with each of the criteria accounting for 22.5-25 points.
- The 2 category should be an 80-90 score with each of the criteria accounting for 20-22.5 points.
- The 1 category should be a 70-80 score with each of the criteria accounting for 17.5-20 points.

- For example, a student could likely get a score of 4 (= 25 points) in organization, but could achieve a score of 1 (= 17.5 points) in conventions.

- Add all the points in all categories to arrive at a total score for the paper.

Expository Writing Rubric

Score	Main Idea & Supporting Details	Organizational Pattern	Audience & Voice	Conventions
4 (100) (25 points each)	The main idea of the essay is to share information. The major points of the essay are supported with relevant, informative details.	The author uses a clear organizational pattern, such as description, sequence, comparison/contrast, cause and effect, or problem and solution. Introduction grabs reader's attention, and the conclusion is strong. Transitions link ideas.	The author is writing for a broad and diverse audience. The author's voice is informative and authoritative. The language is well suited to the topic and the audience.	The author uses standard grammar, usage, and mechanics. Sentences vary in length. The paper appears clean, edited, and polished.
3 (90-100) (22.5-25 points)	The main idea of the essay is to share information. The major points of the essay are supported with basic details.	The author uses an organizational pattern for progression of ideas. The essay contains an introduction and a conclusion. Transitions are present.	The author is aware of the audience. The author's voice is informative. The language fits the topic and the audience.	The author makes few errors in grammar, usage, and mechanics. Mostly simple sentences with an occasional complex sentence. The paper needs only light editing.
2 (80-90) (20-22.5 points)	The essay attempts to share information, but the main idea is not sustained. The major points of the essay are unorganized and weakly supported.	The essay is roughly organized with a beginning, middle, and an end. The introduction and conclusion are not clear. There are few transitions if any.	The author is unsure of the audience. The author's voice is insecure. The language is stiff.	The author makes several errors of convention. The essay is written with simple sentences. The paper needs editing and revising. It is not ready to be published.
1 (70-80) (17.5-20 points)	The essay shares information, but there is no clear main idea. Facts and details are presented but unrelated.	The essay tries to use an organizational pattern, but is loosely structured. The introduction and conclusion make little sense and are barely related. No transitions.	The author does not recognize audience, and the author lacks voice. The language is simplistic.	The author struggles with conventions. The essay contains distracting fragments. The paper is really a rough draft.