

NAME: _____

7.17- Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes.

TEK	Novice	Emerging	Proficient	Exemplary
	1	2	3	4
7.17Ai Introductions	Student understands that an effective introduction includes a lead but has difficulty writing it. Student may forget to include a lead in their introductory paragraph.	Student understands that an effective introduction includes a lead and a thesis and attempts to write it independently.	Student can write an effective introduction that includes a lead.	Student can write a thought provoking, unique or powerful introduction that specifically leads the reader into the topic.
7.17Ai Conclusions	Student writes the conclusion in a repetitive manner or does not fully develop the conclusion.	Student understands that an effective conclusion synthesizes information in the essay and attempts to write with teacher assistance.	Student understands that an effective conclusion synthesizes information in the essay and attempts to write it independently.	Student can write an effective conclusion that synthesizes information in the essay (the ideas in the essay are represented in a new way rather than just restating the thesis).
7.17Aii Thesis/ Controlling Idea	Thesis does not present a clear arguable statement, or is missing the one or two reasons as support. Student does not understand the format of writing a thesis.	Thesis needs some revision for clarity, does not contain two reasons, or those reasons lack strength.	Student writes a clear thesis statement that presents a clear opinion on the topic. Thesis contains two strong reasons as support.	Student writes a clear, defined thesis statement that drives the structure and content of the essay. The thesis statement contains two strong reasons as support. It is an arguable statement and uses elevated vocabulary or style.
7.17Aiii Support	Evidence is not well chosen, embedded, or well organized.	The student writes using facts, details and/or examples in the essay. Evidence may not entirely support the thesis. The student attempts to embed the quotes but with some errors.	The student organizes specific facts, details, and/or examples in the essay. The evidence chosen adequately supports the thesis and is embedded and cited appropriately.	The student organizes specific facts, details, and/or examples which enhances the structure of the essay. Evidence provides strong support for the thesis. The student embeds these quotes fluidly and cites appropriately.
7.17Aiv Sentence Structure/ Transitions	Sentence structures need more variety or revision for grammatical reasons. Proper transitions or links between paragraphs are not included	The student does not have a consistent command of sentence structures, mechanics, or spelling. Transitions or links between paragraphs need revision.	The student uses different sentence structures and transitions to link paragraphs. Some grammatical errors may be present but do not detract from meaning.	The student uses a variety of sentence structures and transitions to link paragraphs which enhances the flow of the essay. Few grammatical errors.