Stage 2 Exposition Writing Assessment Rubric

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Outcome** | **Indicator** **Organisers** | **Criteria** | **Limited** **Achievement****E** | **Basic** **Achievement** **D** | **Sound****Achievement** **C** | **High** **Achievement** **B** | **Outstanding** **Achievement** **A** |
| **W2.9**  | Independent Writing  | ***Writes an******exposition*** | Writes with no or little structure or purpose. | Writes at least 4 topic sentences. And some attempts to elaborate. | Independently writes a satisfactory exposition.Shows some attempt to elaborate on each argument. | Independently writes a high expositionIncludes relevant, substantial elaboration on each argument presented. | Independently writes an outstanding exposition.Contains relevant arguments which are clearly defined, sequential and elaborated on in detail. |
| ***Planning and editing***  | Reliant on teacher for all planning and editing | Attempts to plan with significant teacher support using a scaffold. Reliant on teacher for all editing. | Independently plans and sequences texts using a scaffold. Recognises errors in own writing with teacher assistance. | Independently plans. Proofreads and edits own work to improve text. Text is grammatically accurate and punctuated correctly. | Independently plans. Consistently produces texts that shows evidence of significant improvements, editing and proofreading. |
| **WS2.10**  | Grammar | ***Uses correct*** ***sentence structure*** | Writing contains incorrect sentence breaks. | Simple sentences written correctly with common conjunctions attempts. | Simple and compound sentences written correctly. | Simple, compound and complex sentences written correctly. | Consistently writes effective, simple, compound and complex sentences. |
| Tense | ***Accurate tense & number in verb groups.*** | Attempts to include verbs in text. | Use some different types of verbs.  | Mostly uses correct tense. Includes some emotive verbs. | Consistently uses correct tense. Uses a variety of effective emotive verbs and adverbs. | Always uses correct tense.Uses a greater variety of effective emotive verbs and adverbs.Includes modal verbs to indicate degree of definiteness. |
| Cohesion | ***Cohesive devices*** | Does not attempt to link the text through the use of connectives or other cohesive devices. | Uses the same connective throughout. | Uses connectives to order the argument. Text flows smoothly | Uses a variety of connectives to make clear links between the different sections of the text. | Effectively uses all types of conjunctions in a creative and interesting manner. |
| ***Punctuation*** | **Uses correct punctuation in published versions of own writing.** | Often writes without capital letters and full stops. | Uses some capital letters and full stops. | Uses basic punctuation (capitals, full stops, question marks and commas) correctly and most of the time. | Uses most punctuation correctly. | Uses punctuation correctly.. |
| **WS2.14**  | Text Structure  | ***Organisational*** ***structure of*** ***exposition*** | Lack of structure in the text. | Has an opening statement and at least one argument to support it. | Contains an opening statement, at least 3 arguments to support their statement and a concluding statement. | Contains an opening statement, at least 3 effective arguments to support their statement and a concluding statement. | Contains an opening statement with 3 meaningful arguments to support their statement as well as a concise and relevant concluding statement. |
| ***Paragraphs***  | Does not attempt to use paragraphs. | Attempts to use paragraphing but paragraphs contain one sentence or make it difficult to follow the argument. | Attempts to use a new paragraph for each new idea. Argument is easy to follow. | Organises text into paragraphs correctly. | Each paragraph focuses on one argument and contains all related information.  |
| ***Language devices*** | Does not use any. | Has an understanding of some devices but fails to use them in their writing.  | Evidence of some writing devices. | Effective use of some writing devices.  | Consistent, effective use of several writing devices. |
| WS2.11 | Spelling | ***Spelling*** | Attempts to spell using letter combinations and blends. | Spells some high frequency words correctly. Spell unknown words phonetically. | Spells most high frequency words correctly.Uses knowledge of word parts, base words and spelling words to spell unknown words. | Spells all high frequency words correctly.Consistently uses knowledge of word parts, base words and spelling words to spell unknown words. | Spells all high frequency words correctly and also spells more difficult words. |