

Six Features in Response to Expository Text Writing

- ★ Response to the Prompt ◇ Understanding of the Text ‡ Development of Ideas
- Organization ● Language Δ Conventions

4 • ADVANCED

- ★ Writer addresses all parts of prompt and responds effectively to all aspects of the writing task.
- ◇ Writer provides perceptive and convincing analysis of the text; s/he distinguishes between own ideas/position and the arguments of the text.
- ‡ Essay offers a thoughtful, compelling thesis. The writer links well-selected, specific evidence (quotations) to the thesis with convincing support and analysis.
- Writer employs an organizational structure to enhance the central ideas and develop the argument. *Introduction* connects and orients the reader to the topic and purpose of the essay; *body* uses paragraphs, topic sentences and transitions to guide reader; *conclusion* moves beyond summary.
- Language is lively and precise. Writer combines clauses and phrases effectively and with purpose; s/he tailors prose style to the needs of the audience; s/he uses rich but not overly formal language.
- Δ Writer consistently uses academic English language conventions, using punctuation to deliberately signal relationships among ideas, clarify meaning, and strengthen effect.

3 • PROFICIENT

- ★ Writer addresses all parts of the prompt and responds thoroughly to most aspects of the task.
- ◇ Writer provides some insight into the implications of the text and integrates summary; s/he connects the author's ideas to his/her own ideas and viewpoints.
- ‡ Essay offers a focused thesis. Following a line of logical reasoning, the writer uses relevant examples (specific quotations.)
- Writer develops his/her argument in a logical order. *Introduction* orients the reader; *body* uses paragraphs, topic sentences, and transitions to move between and through ideas; *conclusion* summarizes.
- Language is clear; sentences are complete and varied; writer anticipates the reader's needs.
- Δ Writer shows control of English language conventions and uses punctuation to strengthen rhetorical effect; errors are "first-draft" in nature and errors do not interfere with meaning.

2 • DEVELOPING

- ★ Writer addresses parts—but not necessarily all—of the essay prompt.
- ◇ Writer demonstrates a general (or literal) understanding of text with little insight.
- ‡ Essay offers a limited thesis or claim. Writing may narrate, be redundant, or make generalizations; evidence may be selected but not be analyzed.
- Writing emphasizes subjects or topics; *introduction* provides some connection to the topic; *body* demonstrates some organization, but at times may seem random; *conclusion* summarizes or recapitulates.
- Language is simple. Sentences employ some redundant or awkward structures; writer shows some awareness of the reader in language and vocabulary selection.
- Δ Writer makes grammar, usage, and punctuation errors that may confuse or dilute rhetorical effect.

1 • EMERGING

- ★ Writer appears confused about the topic or does not respond meaningfully to the prompt.
- ◇ Writer seems to have a partial or poor understanding of text; text is summarized rather than analyzed.
- ‡ Essay contains no clear assertion. Claim is unclear, off-topic, or generalized; textual evidence may be randomly selected and left unanalyzed.
- Writing "thinks aloud"; essay begins with no clear purpose; ideas appear randomly; essay may end abruptly.
- Language is general and/or inappropriate, contains fragments and run-ons; writer confuses self and audience.
- Δ Writer makes consistent errors that confuse a reader's basic understanding and interfere with meaning.