

## **Expository Writing Evaluation Form**

### **Ideas and Content:** \_\_\_\_\_

5 - The ideas in the paper are very well-developed and presented in such a way as to show significance, depth, and complexity in responding to the assignment. The reader is aware of the writer's careful consideration of the topic and efforts to explore it deeply.

3 - The paper responds to the assignment and/or answers the question(s) being asked. There is an identifiable purpose that frames the writing. The ideas are developed through the use of examples or explanation, though the discussion of the topic may stay close to the surface. The point is clear and supported, but the reader is not encouraged to think about layers of meaning or complication. If this is a fact-based piece, the information is accurate.

1 - The paper doesn't respond to the assignment and/or doesn't answer the question being asked. If it does, there is not enough explanation or supporting evidence to make the writer's position or purpose clear to the reader. If this is a fact-based piece, the information may be thoroughly inaccurate.

*Comments:*

### **Organization:** \_\_\_\_\_

5 - The paper has a thoughtful structure that surfaces from the ideas, more than the ideas feeling constrained by the structure. Paragraphs and examples connect with fluid transitions when necessary to make the relationships between ideas clear. The organization is not predictable but artful and interesting in the way it supports the ideas.

3 - The paper has a beginning that prepares the reader for what is coming and introduces the topic, a development section that explores the topic and provides supporting evidence (quotes, an anecdote or little story, statistics, a statement of supporting facts, etc.), and a recognizable ending that brings the writer's journey to a close of some kind (a summing up, a statement of concluding thoughts, a suggestion for further thought). The ideas in the development section follow each other in a planned out way, relationships between ideas made clear with explanation when necessary. There are paragraphs, and each paragraph has a somewhat distinct purpose, helping the writer and reader organize their thinking as they write and read.

1 - The paper does not have either a clear beginning, development or end section. There may be no paragraphs to help the reader see the stages of the writer's thinking.

*Comments:*

### **Artful Use of Language:** \_\_\_\_\_

5 - The language is rich and shows an artfulness in word choice, sentence structure or the use of literary devices. The piece is beautiful or memorable to the reader for its style.

3 - The writing does not stand out for its style, but it is clear and conveys the message.

1 - The paper shows no evidence of the writer trying to craft his or her writing. The sentence structure and word choices obscure rather than expand the meaning. Word choice may be overly repetitive or too general and unspecific (i.e. "stuff," "a lot," "things"); sentences may be awkwardly constructed to the point of not being clear.

*Comments:*

### **Mechanics and Conventions:** \_\_\_\_\_

5 - The writer shows a good grasp of standard writing conventions (e.g. pronoun agreement, capitalization, punctuation, usage, spelling, correct sentence structure, paragraphing).

3 - There may be some errors, but they are minimal and do not block meaning.

1 - Many errors in conventions distract the reader and make the text difficult to read.

*Comments:*

### **Final Evaluation:** \_\_\_\_\_ out of 20 \_\_\_\_\_

**All fours and fives is a *going beyond***

**All threes with at least one four is a *very proficient***

**All threes is a *capable***

**Anything less than a three in any area is a *needs work***