***YEAR 8 EXPOSITORY ESSAY: TERM 2 2015 Name ………………………… Mentor Group ………***

**1. STRUCTURE**

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| **CRITERIA** | **Knowledge of standard** | **Progressing towards standard** | **At the standard** | **Above the standard** | **Well above the standard** |
| **INTRODUCTION** | | | | | |
| Opening sentence | Includes a vague opening sentence. | Includes an opening sentence that alludes to the topic/context of the essay. | Starts with an opening sentence that provides a basic context for the response. | Starts with an opening sentence that clearly establishes the context of the response. | Starts with an original and engaging sentence that hooks in the reader and provides a context for the contention. |
| Main contention | Includes a vague sentence about the argument of the essay | Includes a sentence that alludes to the main point of the essay. | Includes a basic main point of contention. | Clearly establishes the main point of the essay. | Clearly and directly establishes the main point of contention. |
| Outline of points | Makes an attempt to identify one of the points to be made in the essay | Includes an attempt to identify more than one of the main points in the essay | Identifies the main points that are covered in the body of the essay. | Clearly identifies each of the main points that relate to the main contention. | Succinctly outlines the main points of the essay and establishes the structure of the response. |

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| **BODY OF THE ESSAY** | | | | | |
| Topic sentences | Starts one or more paragraphs with the main point of the paragraph | Includes opening sentences that attempt to introduce the main points of some of the paragraphs | Includes an opening sentence in each paragraph that identifies the main point being made in each paragraph. | Clearly identifies the main point in each paragraph | Uses clear and concise topic sentences that are directly relevant to the main contention and establish the point of each paragraph. |
| Evidence | Refers to one or more examples somewhere in the essay | Includes more than one example to support points presented in more than one paragraph | Includes several examples that support the points being made in several of the paragraphs | Includes a variety of examples from two or more sources that support the points being made in each paragraph | Includes a range of examples that illustrated different aspects of the points being made and are drawn from two or more different sources |
| Explanation | Includes some explanation of one of the points made in the essay | Includes some explanation of more than one of the points being made | Includes explanation that supports and clarifies the point beings made in each of the paragraphs | Includes explanation that links the points being made to the examples that have been provided | Includes explanation that explores the complexity of the ideas and links this through the examples provided. |
| Linking sentences | Includes an attempt to conclude a paragraph with a link to the main idea in that paragraph | Includes an attempt to complete some paragraphs with links back to the main ideas in those paragraphs | Includes a clear sentence at the end of each paragraph that links to the main idea in each paragraph | Provides a concluding sentence for each of the paragraphs that enhance understanding of the ideas | Provides concluding sentences for each of the paragraphs that clearly and concisely enhance the reader’s understanding ng made |

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| **CONCLUSION** | | | | | |
| Main contention | Provides an attempt to conclude the essay | Provides an attempt to return to the main contention of the essay in the conclusion | Provides a clear reference to remind the reader of the main contention of the essay | Reminds the reader of the main contention and links this to points that have been made | Clearly and concisely summarises the main contention of the essay drawing on the ideas in the essay |
| Concluding sentence | Provides an attempt to conclude the essay | Provides a concluding sentence that |  |  |  |

**2. CONTENT**

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| **RELEVANCE OF RESPONSE** | | | | | |
| Analysis of the prompt/question | Refers to the prompt/question in the essay | Attempts some analysis of at least one of the key words in the prompt/question | Analyses the language used in the prompt/question and discusses the issues that are raised | Directly addresses the language and the issues raised in the prompt/question and explores their complexity | Directly opens up the issues raised in the prompt/question and explores them in depth and with some originality |
| Staying on the topic | Refers to at least one of the issues raised on the topic by the prompt/question | Makes an attempt to discuss some of the issues that are relevant to the broader topic | Stays on the topic using explanation and examples that relates to the issues raised | Stays on the topic using explanation and examples that relates to the complexity of the issues raised | Not applicable |

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| **QUALITY OF THE IDEAS** | | | | | |
| **Quality of the ideas** | Shows some awareness of ideas that are raised by the prompt/question | Explains some of the ideas raised | Shows awareness of some of the more subtle aspects of this topic | Shows awareness of the complexity of the ideas that relate to the given topic | Shows awareness of the complexity of the ideas and deals with some of the apparent contradictions |

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| **EVIDENCE** | | | | | |
| Relevance of examples | Uses examples that sometimes relate to the broader topic | Uses examples that are relevant to the topic and sometimes support the point they are used to illustrate | Uses examples that support the particular point being made and illustrate the explanation | Uses examples that have been carefully selected from a range of sources | Not applicable |
| Variety of examples used as evidence | Uses examples from at least one source | Uses examples from at least two sources | Uses carefully selected examples from at least two sources | Uses a range of relevant examples from a variety of sources | Carefully selects examples from a variety of sources and uses them to explore the complexity of the ideas being discussed |

**3. CONVENTIONS OF WRITING**

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| **PARAGRAPHING** | | | | | |
| Layout in box paragraphs | Some attempt to use box paragraphs to separate the ideas presented | Uses box paragraphs that separate the introduction, body of the essay and the conclusion | Usually uses box paragraphs that separate the parts of the essay as well as the ideas in the body of the essay | Consistently uses box paragraphs that separate the parts of the essay as well as the ideas in the body of the essay | Not applicable |

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| **VOCABULARY** | | | | | |
| Word Choices | Selects vocabulary that is basic and limited to simple explanatory function | Selects vocabulary that shows some discrimination to enhance basic meaning | Selects vocabulary that has been thoughtfully chosen to enhance meaning effectively | Selects vocabulary that enhances meaning and contributes towards some sophistication in style of writing | Shows excellent control of language by selecting vocabulary that enhances meaning and contributes towards sophistication in style of writing |
| Spelling | Uses spelling that is sometimes inaccurate including errors with common words | Uses spelling that is generally accurate but with some small errors | Uses spelling that is generally accurate but with some small errors with complex words | Use of spelling is accurate throughout the passage | Not applicable |

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| **EXPRESSION FOR HAND-WRITTEN WORK (**produced without the assistance of correcting devices available on word processers**)** | | | | | |
| Fluency | The sentence structure and fluency of expression are basic | Sentence structure is varied and expression is generally fluent, enabling the reader to follow the sequence of ideas | Sentence structure is flexible and there is evidence of editing of the writing for clarity, coherence and consistency of style | The style of writing demonstrates sound control of language, including evidence of editing of the writing for clarity, coherence and consistency | Sophisticated and fluent style of writing demonstrating sensitive control of language that is flexible and enticing |
| **Accuracy of use of capital letters** | Uses some capital letters appropriately but occasionally capital letters are included within words | Generally uses capital letters accurately for the start of sentences but some lapses when applied to proper nouns | Capital letters are used appropriately in all circumstances except for the occasional lapse of concentration | Capital letters are consistently used appropriately for all purposes | Not applicable |
| **Use of full stops and commas** | Uses some full stops and commas but there is a tendency to use commas when full stops are required | Generally uses full stops and commas appropriately but with some inaccuracies | Uses full stops and commas accurately except for the occasional lapse | Consistently uses full stops and commas accurately | Not applicable |