**Expository Essay Anchor Rubric: TODTSR**

|  |  |  |
| --- | --- | --- |
| **Trait** | **Description** | **Highlight *OR Write “not yet present” and add*** |
| **Thesis** | A clear thesis is present. In the thesis, the writer previews what they will elaborate on as they write. The thesis is one sentence long. | Highlight in **BLUE** if present. |
| **Organization** | The essay has paragraphs that contain similar information. The paragraphs are in a logical order. The essay has an introduction, a conclusion, and body paragraphs. | Highlight in **YELLOW** if present. |
| **Details** | The language the writer uses helps the reader to imagine what they describe. This means that sensory language is used: smell, sight, sound, taste, and touch. | Highlight in **PINK** is present. |
| **Transitions** | There are words and phrases at the beginning of paragraphs that tell the reader that the writer is moving on. The subject does not change without warning, but is smooth and elegant. | Highlight in **ORANGE** if present. |
| **Specificity** | The writer uses exact language. Words like stuff, things, a lot, really, very, so, many, much, great, and good are avoided. Word use has variation, the writer does not repeat the same language over and over. | Highlight in **GREEN** if present. |
| **Restatement** | The same thesis that appeared in the introduction also reappears in the conclusion. This time, the writer has made a “so what?” connection. They have told the reader what their essay shows about the world or humanity. | Highlight in **PURPLE** if present. |

|  |  |
| --- | --- |
| **Areas of Skill** | **Areas for Growth** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Areas of Skill** | **Areas for Growth** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |