

**To Take a Risk or Not to Take a Risk**

**Writing Expository Prompt**

Read the following quotation.

“Take risks. Ask big questions. Don’t be afraid to make mistakes; if you don’t make mistakes, you’re not reaching far enough.”

– David Packard, co-founder of Hewlett-Packard

Taking a risk means acting without knowing whether the outcome will be good. Think carefully about this statement.

Write an essay explaining why it is sometimes necessary to take a chance.

Be sure to:

* clearly state your thesis
* organize and develop your ideas effectively
* choose your words carefully
* edit your writing for grammar, mechanics, and spelling

**Expository Rubric**

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| **Points** | **Grade** |
| 12 | 100 |
| 11 | 94 |
| 10 | 88 |
| 9 | 82 |
| 8 | 76 |
| 7 | 70 |
| 6 | 64 |
| 5 | 58 |
| 4 | 52 |

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|  | **Teacher Score** |
| **Organization & Progression (On Topic, Flows Smoothly)** | |
| The introduction and conclusion establish the  controlling idea, and every part of the paper supports  that controlling idea.  Ideas in the paper are logically organized and  presented in a way that clearly supports the  controlling idea. | **4** |
| The controlling idea of the paper is fairly clear, but is  presented in a formulaic manner.  Ideas in the paper are mostly logical, although at times  the organizational structure of the paper is weak. | **3** |
| The paper contains a controlling idea, but it is not clear  and focused.  The ideas are not presented in a logical manner, and  the organization structure of the paper is often  confusing. | **2** |
| The controlling idea of the paper is not clear are all and  the paper is often off topic.  There is no organizational structure in the way the  ideas are presented in the paper. | **1** |
| **Development of Ideas (Details & Elaboration)** | |
| Very clear and well-presented facts and details clearly and consistently support the controlling idea of the paper. | **4** |
| Facts and details are provided to support the controlling idea, but important information is either unclear or left out. | **3** |
| Facts and details are present, but they don’t really support the controlling idea. Facts and details are formulaic. | **2** |
| Very few facts or details present in the paper. No evidence to support the controlling idea is provided. | **1** |
| **Use of Language/Conventions & Grammar** | |
| Writer’s work choice and language is clear, concise,  and appropriate to the expository writing task.  Writer shows consistent command of grammar with  only minor punctuation or spelling mistakes. | **4** |
| Writer’s word choice and language is mostly clear and  unambiguous, and the tone of the paper is  appropriate.  Writer shows moderate command of grammar with  occasional spelling and grammar. | **3** |
| Writing is formulaic and simple, and the one is not  appropriate to the expository writing task.  Writer makes many mistakes that 9th grade students  should not be making. | **2** |
| Writing is vague and confusing. Sentences are simple  and awkward.  Writer makes many grammar and spelling mistakes. | **1** |
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| **Notes:** | |