

English Language Arts 10-2, 20-2, 30-2 Persuasive Writing in Context

Scoring Categories and Criteria

FOCUS	THOUGHT AND SUPPORT (X2)	WRITING SKILLS	
	<ul style="list-style-type: none"> <input type="checkbox"/> Be certain you understand what you're being asked to write about. Address the issue as assigned. Address ALL of the issue. Reread the directions to be certain you are on track. <input type="checkbox"/> Give your mind and imagination some time to find a significant idea to discuss. <input type="checkbox"/> Address the whole prompt carefully. <input type="checkbox"/> Address the texts carefully. <input type="checkbox"/> Choose support, proof, details that are precise and specific, ones that support your exploration logically <i>and</i> persuasively. <input type="checkbox"/> Don't simply summarize the prompts. <input type="checkbox"/> List ≠ discussion <input type="checkbox"/> Stay focussed on the issue. <input type="checkbox"/> Compose a proper thesis – both for your and your audience's mutual benefit. <input type="checkbox"/> Make your argument realistic/believable. <input type="checkbox"/> Don't merely state your argument, develop it. <input type="checkbox"/> Make certain your argument is appropriate for the audience AND for the purpose <input type="checkbox"/> You need direct supports from both life and the prompt materials. <input type="checkbox"/> Group details for emphasis <input type="checkbox"/> Know your audience! <input type="checkbox"/> Filter your thoughts. <input type="checkbox"/> Add quantity 	<ul style="list-style-type: none"> <input type="checkbox"/> Voice <input type="checkbox"/> I can't hear you! <input type="checkbox"/> Think about your reader. <input type="checkbox"/> Don't waffle <input type="checkbox"/> Use proper English; both slang and profanity are "prohibited" <input type="checkbox"/> Be confident <input type="checkbox"/> No padding allowed; it doesn't improve writing to simply add "fluff" <input type="checkbox"/> Keep the tone formal; add personality but not informality. <input type="checkbox"/> <input type="checkbox"/> Language Skills <input type="checkbox"/> You need a beginning, a middle and an end <input type="checkbox"/> Spell check AND check your spelling <input type="checkbox"/> Punctuate accurately <input type="checkbox"/> Capitalize properly <input type="checkbox"/> Add quality <input type="checkbox"/> "I" is not a word; change it to a capital letter <input type="checkbox"/> Read your paper out loud so you can hear the errors. <p style="text-align: right;">Degree of difficulty is considered for this category.</p>	
Excellent	E/5	A perceptive and thorough understanding of the issue is demonstrated. The argument(s) are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. A precise awareness of audience is effectively sustained.	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
Proficient	PF/4	A thoughtful and competent understanding of the issue is demonstrated. The argument(s) are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. Awareness of audience is sustained.	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
Satisfactory	S/3	A sufficient but generalized understanding of the issue is demonstrated. The argument(s) are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. Awareness of audience is generally sustained.	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
Limited	L/2	An incomplete, vague, or confused understanding of the issue is demonstrated. The argument(s) are oversimplified and/or inconsistent. Support is superficial, unclear, contradictory, inappropriate, or merely a restatement of what is provided in the examination. Awareness of audience may be apparent but is not sustained.	The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
Poor	P/1	An inaccurate or minimal understanding of the issue is demonstrated. The argument(s) are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, over generalized, or lacking. Little awareness of audience is apparent.	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.
Insufficient	INS	<ul style="list-style-type: none"> • The marker can discern no evidence of an attempt to fulfill the assignment OR • The writing is so deficient in length that it is not possible to assess Thought and Support 	