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| English Language Arts 10/20/30-2: Persuasive Writing in Context Scoring Guide | | |
|  | Thought and Support | Writing Skills |
| Focus | The marker should consider   * how effectively the student has addressed the **significance** and **complexity** of the issue * the **persuasiveness** and **consistency** of the argument(s) presented * how well the supporting evidence is **integrated**, **synthesized**, and/or **developed** to support the student’s arguments * awareness of **audience** and the effectiveness of **voice**     DO THESE THINGS:   * Be certain you understand what you are writing about. Address the issue as assigned. Address the ENTIRE issue. * Address the texts provided. * Choose support, proof, details that are precise and specific. NO SUMMARY OR LISTING OF DETAILS. * Compose a proper thesis. * DISCUSS! * Group details for emphasis. * Voice! | The marker should consider the extent to which the writing demonstrates control of   * **Syntax** * **Diction** * **Grammar** * **Mechanics**   Consider the proportion of errors in terms of the complexity and length of the response.  DO THESE THINGS:   * Write clear, simple sentences. * Use your openers and dress ups where appropriate. * Be confident. * Formal tone. * Don’t waffle. * Beginning, middle, end. * Spell check. * READ OUT LOUD so that you can hear if you have either an incomplete or run-on sentence. * I is always capitalized. * No short forms. * No slang or swearing. |
| Excellent  E | 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. The voice is confident. | 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 | 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. Voice is competent. | 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 | A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking persuasiveness and consistency. The voice is clear. | 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 | A superficial, incomplete and/or confused understanding of the issue is demonstrated. The student’s arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain or unclear. | 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 | An inaccurate or minimal understanding of the issue is demonstrated. The student’s arguments may be of questionable logic or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate. | 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 | No attempt to fulfill the assignment.  Not anywhere near enough written to mark. | |