

### Riverbend High School Grade Level/Course Writing Skill Expectations

Proficiency Level	Category	Advanced English 9	Regular English 9	Inclusion English 9	Self-Contained Eng. 9
High	Thesis/ Central Idea	<ul style="list-style-type: none"> <li>Thoughtful thesis, addresses prompt</li> </ul>	<ul style="list-style-type: none"> <li>Logical and appropriate thesis, addresses prompt</li> </ul>	<ul style="list-style-type: none"> <li>Logical and appropriate thesis, addresses prompt</li> </ul>	<ul style="list-style-type: none"> <li>Logical and appropriate thesis, addresses prompt</li> </ul>
	Elaboration/ Evidence/ Reasoning (CD/CM)	<ul style="list-style-type: none"> <li>Synthesis/analysis is insightful, unique, the student made the topic their own</li> <li>Relevant, well-chosen evidence reinforces main idea throughout paper</li> <li>Student commentary expounds upon and analyzes significance of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Draws relevant conclusions</li> <li>Relevant, well-chosen evidence reinforces main idea throughout paper</li> <li>Student commentary expounds upon significance of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Draws relevant conclusions</li> <li>Relevant, well-chosen evidence reinforces main idea throughout paper</li> <li>Student commentary expounds upon significance of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Draws relevant conclusions</li> <li>Relevant, well-chosen evidence reinforces main idea throughout paper</li> <li>Student commentary expounds upon significance of evidence</li> </ul>
	Organization, including Introductions, Conclusions, and Transitions	<ul style="list-style-type: none"> <li>Smooth transitions</li> <li>Well-organized paper with logical flow</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic/logical transitions</li> <li>Well-organized paper with logical flow</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic/logical transitions</li> <li>Well-organized paper with logical flow</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic/logical transitions</li> <li>Well-organized paper with logical flow</li> </ul>
	Syntax/Senten ce Variety	<ul style="list-style-type: none"> <li>Conventional and varied sentence structure.</li> <li>Developing awareness of rhythm and effect.</li> <li>Student works towards awareness of style.</li> </ul>	<ul style="list-style-type: none"> <li>Conventional and varied sentence structure.</li> <li>Flows when read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Conventional and varied sentence structure.</li> <li>Flows when read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Conventional sentence structure.</li> </ul>
	Diction/ Tone/ Voice	<ul style="list-style-type: none"> <li>Appropriately engaging voice developed through purposeful tone</li> </ul>	<ul style="list-style-type: none"> <li>Competent awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Some awareness of audience</li> </ul>

	G. U. M.	<ul style="list-style-type: none"><li>• Few if any mistakes in grammar/mechanics</li></ul>	<ul style="list-style-type: none"><li>• Few if any mistakes in grammar/mechanics</li></ul>	<ul style="list-style-type: none"><li>• Few if any mistakes in grammar/mechanics</li></ul>	<ul style="list-style-type: none"><li>• Few if any mistakes in grammar/mechanics</li></ul>
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Proficiency Level	Category	Advanced English 9	Regular English 9	Inclusion English 9	Self-Contained Eng. 9
Medium	Thesis/ Central Idea	<ul style="list-style-type: none"> <li>Logical and appropriate thesis, addresses prompt,</li> </ul>	<ul style="list-style-type: none"> <li>Thesis may not fully address prompt</li> </ul>	<ul style="list-style-type: none"> <li>Thesis may not fully address prompt</li> </ul>	Thesis attempts but does not fully address.
	Elaboration/ Evidence/ Reasoning (CD/CM)	<ul style="list-style-type: none"> <li>Draws relevant conclusions</li> <li>Relevant, well-chosen evidence reinforces main idea throughout paper</li> <li>Student commentary expounds upon and analyzes significance of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Draws relevant conclusions</li> <li>Relevant evidence reinforces main idea throughout paper</li> <li>Student commentary is basic, literal, or surface-level.</li> </ul>	<ul style="list-style-type: none"> <li>Draws relevant conclusions</li> <li>Relevant evidence reinforces main idea throughout paper</li> <li>Student commentary is basic, literal, or surface-level.</li> </ul>	Attempts to draw conclusions Thesis is not supported throughout
	Organization, including Introductions, Conclusions, and Transitions	<ul style="list-style-type: none"> <li>Logical transitions</li> <li>Well-organized paper with minimal lapses in flow</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic/logical transitions</li> <li>Organized paper with some logical flow</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic/logical transitions</li> <li>Organized paper with some logical flow</li> </ul>	Formulaic organization May be lacking transitions May be lacking logical flow
	Syntax/S entence Variety	<ul style="list-style-type: none"> <li>Conventional and varied sentence structure.</li> <li>Flows when read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Conventional and varied sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>Conventional and varied sentence structure.</li> </ul>	Sometimes choppy flow
	Diction/ Tone/ Voice	<ul style="list-style-type: none"> <li>Mostly competent awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat aware of audience</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat aware of audience</li> </ul>	Little awareness of audience
	G. U. M.	<ul style="list-style-type: none"> <li>Some mistakes in grammar/mechanics, which do not impede readability</li> </ul>	<ul style="list-style-type: none"> <li>Some mistakes in grammar/mechanics which do not impede readability</li> </ul>	<ul style="list-style-type: none"> <li>Some mistakes in grammar/mechanics which do not impede readability</li> </ul>	Many grammatical mistakes are apparent and sometimes impedes readability

Proficiency Level	Category	Advanced English 9	Regular English 9	Inclusion English 9	Self-Contained Eng. 9
Low	Thesis/ Central Idea	<ul style="list-style-type: none"> <li>Thesis is present but may not fully address prompt, reinforced throughout paper</li> </ul>	<ul style="list-style-type: none"> <li>Thesis may not be present or clearly identified</li> </ul>	<ul style="list-style-type: none"> <li>Thesis may not be present or clearly identified</li> </ul>	<ul style="list-style-type: none"> <li>Thesis may not be present or clearly identified/present</li> </ul>
	Elaboration/ Evidence/ Reasoning (CD/CM)	<ul style="list-style-type: none"> <li>Disjointed or poorly chosen or not compelling evidence.</li> <li>Uses summary in place of evidence or commentary.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks evidence</li> <li>Lacks commentary</li> </ul>	<ul style="list-style-type: none"> <li>Lacks evidence</li> <li>Lacks commentary</li> </ul>	<ul style="list-style-type: none"> <li>Thesis is not reinforced using concrete details or commentary</li> </ul>
	Organization, including Introductions, Conclusions, and Transitions	<ul style="list-style-type: none"> <li>Mechanical transitions</li> <li>Organized paper with some lapses in flow</li> <li>Draws relevant conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Transitions not evident</li> <li>Lapses in organization and lacks flow</li> <li>Lacks conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Transitions not evident</li> <li>Lack of organization impedes understanding and lacks flow</li> <li>Lacks conclusions</li> </ul>	<ul style="list-style-type: none"> <li>There is no organization</li> <li>No transitions are present</li> <li>Lacks introduction or conclusion</li> </ul>
	Syntax/S entence Variety	<ul style="list-style-type: none"> <li>Conventional sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>Fragments and run-ons are present</li> </ul>	<ul style="list-style-type: none"> <li>Fragments and run-ons are present</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are simple, fragments, or incomplete</li> </ul>
	Diction/ Tone/ Voice	<ul style="list-style-type: none"> <li>Some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Lacks awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>Lacks awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>No awareness of audience</li> </ul>
	G. U. M.	<ul style="list-style-type: none"> <li>Frequent mistakes in grammar/mechanics, which may impede readability</li> </ul>	<ul style="list-style-type: none"> <li>Numerous mistakes in grammar/mechanic, which impede readability</li> </ul>	<ul style="list-style-type: none"> <li>Numerous mistakes in grammar/mechanic, which impede readability</li> </ul>	<ul style="list-style-type: none"> <li>Errors are abundance and impede readability</li> </ul>