

**Riverbend High School Grade Level/Course Writing Skill Expectations--DRAFT**

<b>Proficiency Level</b>	<b>Category</b>	<b>Advanced English 10</b>	<b>Regular English 10</b>	<b>Inclusion English 10</b>	<b>Self-Contained Eng. 10</b>
<b>High</b>	<b>Thesis/ Central Idea</b>	Strong thesis found in intro paragraph that addresses the topic and is thoughtful and insightful	Strong thesis found in intro paragraph that addresses the topic and is thoughtful	Thesis found in intro paragraph that addresses the topic	Thesis found in intro paragraph that addresses the topic
	<b>Elaboration/ Evidence/ Reasoning (CD/CM)</b>	Thorough and effective development of thesis/purpose Commentary is based on analysis and reason, not summary or rephrasing Adequate support of the concrete detail	Thorough and effective development of thesis/purpose Commentary is based on analysis and reason, not summary or rephrasing Adequate support of the concrete detail	Effective development of thesis/purpose Commentary is included Adequate support of the concrete details	Effective development of thesis/purpose Commentary is included Adequate support of the concrete details
	<b>Organization, including Introductions, Conclusions, and Transitions</b>	Paragraph is unified around a topic sentence with supporting details Paragraphs are purposefully organized and addressed in the order they were introduced Fully developed introduction with engaging hook Developed conclusion Conclusion is not a restatement of the thesis, but reinforces purpose Creative, smooth, logical transitions	Paragraph is unified around a topic sentence with supporting details Paragraphs are purposefully organized Fully developed introduction with attempt at a hook and conclusion Conclusion is not a restatement of the thesis, but reinforces argument Smooth and logical transitions	Paragraph is unified around a topic sentence with supporting details Paragraphs are logically organized Fully developed introduction and conclusion Conclusion is not a restatement of the thesis, but reinforces argument Logical transitions	Paragraph is unified around a topic sentence with supporting details Paragraphs are logically organized Fully developed introduction and conclusion Conclusion is not a restatement of the thesis, but reinforces argument Logical transitions

	Syntax/Sentence Variety	Appropriately varied syntax that is grammatically correct and adds to fluency	Appropriately varied syntax	Attempt at varied syntax	Appropriately varied syntax
	Diction/Tone/Voice	Elevated, specific, descriptive, varied diction Strong, confident, engaging voice appropriate for the audience	Specific, descriptive, varied diction Clear voice appropriate for the audience	Descriptive diction Attempt at voice appropriate for the audience	Functioning diction Attempt at voice appropriate for the audience
	Grammar, Usage, and Mechanics	Few , if any, mistakes Accurate formatting and citations, if applicable	Few , if any, mistakes Accurate formatting and citations, if applicable	Few , if any, G.U.M. mistakes Accurate formatting and citations, if applicable	Few , if any, G.U.M. mistakes Correct formatting and citations, if applicable

Proficiency Level	Category	Advanced English 10	Regular English 10	Regular/Inclusion English 10	Self-Contained Eng. 10
Medium	Thesis/ Central Idea	Thesis/purpose is found in the introductory paragraph and demonstrates thoughtfulness.	Thesis/purpose is found in introductory paragraph and demonstrates an intended purpose.	Thesis/purpose is found in introductory paragraph.	
	Elaboration/ Evidence/ Reasoning (CD/CM)	Limited development and support of thesis/purpose. Connection between concrete details and commentary is not fully developed Commentary demonstrates limited elaboration and may contain some summary and rephrasing	Connection between concrete details and commentary is not fully developed Commentary does not elaborate and is based on summary and rephrasing	Connection between concrete details and commentary is not fully developed Presence of commentary is limited	
	Organization, including Introductions, Conclusions, and Transitions	Formulaic organization Few and formulaic transitions Paragraph is unified around a topic sentence with supporting details Introduction not fully developed Developed conclusion Conclusion reinforces thesis Logical, yet mechanical, transitions	Logical organization Transitions are evident but not effective Paragraph contains a topic sentence with some supporting details Introduction not fully developed Developed conclusion Conclusion restates thesis Mechanical and predictable transitions	Formulaic organization Weak and formulaic transitions Paragraph contains topic sentence with some supporting details Introduction not fully developed Developed conclusion Conclusion restates thesis Mechanical and predictable transitions	
	Syntax/S entence Variety	Attempt at varied and accurate syntax, less complex than an upper tier paper	Attempt at varied and accurate syntax, less complex than an upper tier paper	Attempt at varied and accurate syntax, less complex than an upper tier paper	
	Diction/ Tone/ Voice	Emerging voice, though lacking control Descriptive and somewhat varied word choice	Attempted voice, though lacking control Underdeveloped, ordinary word choice	Voice lacks control Underdeveloped, ordinary word choice	

	G. U. M.	MLA formatting and citations are attempted G.U.M. errors do not distract	MLA formatting and citations are attempted G.U.M. errors do not distract	Inconsistent MLA formatting and citations Lack of editing G.U.M. errors do not distract the reader	
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Proficiency Level	Category	Advanced English 10	Regular English 10	Inclusion English 10	Self-Contained Eng. 10
Low	Thesis/ Central Idea	Poor development of thesis which is often misplaced and may not addressed prompt	Thesis is unclear or not present, often misplaced and may not addressed prompt	Thesis is not present or does not address prompt	
	Elaboration/ Evidence/ Reasoning (CD/CM)	Concrete detail may be irrelevant Concrete details are not explained and commentary does not provide support	Concrete detail may be irrelevant Concrete details are not explained and commentary does not provide support	Concrete detail may be irrelevant Either details or commentary is missing	
	Organization, including Introductions, Conclusions, and Transitions	Clear organization does not appear within or between paragraphs Conclusion may restate thesis Introduction does not grab the reader's attention Transitions lack logic and variation	Clear organization does not appear within or between paragraphs Conclusion may restate thesis Introduction is not developed Ineffective transitions	Lacks organization Not multi-paragraph Conclusion is a complete restatement or a new point Introduction does not grab the reader's attention Lacks transitions	
	Syntax/S entence Variety	Simplistic syntax Quotes are not properly integrated	Simplistic syntax Quotes are not properly integrated	Simplistic syntax Quotes are not properly integrated	
	Diction/ Tone/ Voice	Simplistic diction Absence of an engaging voice	Simplistic diction Absence of an engaging voice	Simplistic diction Absence of voice	
	G. U. M.	Lack of understanding of appropriate MLA document Quotes are not properly cited G.U.M. errors hinder readers understanding	Lack of understanding of appropriate MLA document Quotes are not properly cited G.U.M. errors hinder readers understanding	Lack of understanding of appropriate MLA document Quotes are not properly cited G.U.M. errors hinder readers understanding	