

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

Proficiency Level	Category	AP English 11	Advanced English 11	Regular English 11	Inclusion English 11	Self-Contained Eng. 11
High	Thesis/ Central Idea	<ul style="list-style-type: none"> Directly addresses every aspect of the prompt in a thoughtful and insightful manner 	<ul style="list-style-type: none"> Directly addresses every aspect of the prompt in a thoughtful and insightful manner 	<ul style="list-style-type: none"> Directly addresses every aspect of the prompt 	<ul style="list-style-type: none"> Directly addresses every aspect of the prompt 	<ul style="list-style-type: none"> Directly addresses every aspect of the prompt
	Elaboration/ Evidence/ Reasoning (CD/CM)	<ul style="list-style-type: none"> Appropriate and sufficient evidence based on analysis and reasoning which supports the thesis as opposed to summary or paraphrasing 	<ul style="list-style-type: none"> Appropriate and sufficient evidence based on analysis and reasoning which supports the thesis as opposed to summary or paraphrasing 	<ul style="list-style-type: none"> Relevant evidence based on analysis and reasoning which supports the thesis as opposed to summary or paraphrasing 	<ul style="list-style-type: none"> Sufficient evidence based on analysis and reasoning which supports the thesis as opposed to summary or paraphrasing 	<ul style="list-style-type: none"> Sufficient evidence Relates to personal experience

	<p style="text-align: center;">Organization, including Introductions, Conclusions, and Transitions</p>	<ul style="list-style-type: none"> • Purposeful organization: The student organizes the essay according to his purpose and audience (i.e., the student would organize a personal narrative differently than an expository piece) • Logical paragraph structure (i.e. each paragraph has a clear assertion that supports a thesis) • Conclusion is not a restatement of the thesis, but reinforces purpose and provokes further thought on the topic from the readers • Creative/embedded, smooth, and logical transitions 	<ul style="list-style-type: none"> • Purposeful organization • Purposeful progression of thought • Hook: avoids beginning with a question or quotation • Conclusion is not a restatement of the thesis, but reinforces purpose and provokes further thought on the topic from the readers • Creative, smooth, and logical transitions 	<ul style="list-style-type: none"> • Logical organization • Paragraphs are purposefully organized and addressed in the order in which they were introduced. • Hook: avoids beginning with a question or quotation • Conclusion sufficiently brings the paper to a close. • Smooth and logical transitions 	<p>With assistance:</p> <ul style="list-style-type: none"> • Logical organization • Paragraphs are purposefully organized and addressed in the order in which they were introduced. • Conclusion sufficiently brings the paper to a close. • Logical transitions 	<p>With assistance:</p> <ul style="list-style-type: none"> • Logical organization • Conclusion sufficiently brings the paper to a close. • Logical transitions
	<p style="text-align: center;">Syntax/Sentence Variety</p>	<ul style="list-style-type: none"> • Sophisticated syntax (sentences are constructed with overall purpose in mind, incorporating such devices as parallelism, chiasmus, and asyndeton) • Sentence variety in length and structure 	<ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety in length and structure 	<ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety primarily in length rather than structure 	<p>With assistance:</p> <ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety in length 	<p>With assistance:</p> <ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety in length

	Diction/Tone/ Voice	<ul style="list-style-type: none"> • Sophisticated diction • Engaging tone and voice 	<ul style="list-style-type: none"> • Descriptive and varied diction • Engaging tone and voice 	<ul style="list-style-type: none"> • Student begins to choose words based on audience and purpose with intention of creating an appropriate tone 	<p>With assistance:</p> <ul style="list-style-type: none"> • Student begins to choose words based on audience 	<p>With assistance:</p> <ul style="list-style-type: none"> • Student begins to choose words based on audience
	G. U. M.	<ul style="list-style-type: none"> • No distracting errors • Some errors result from an attempt at sophisticated syntax but there are no fundamental grammatical errors 	<ul style="list-style-type: none"> • No distracting errors • Errors are of an elevated nature 	<ul style="list-style-type: none"> • Few distracting errors • Errors are of an elevated nature 	<p>With assistance:</p> <ul style="list-style-type: none"> • Few distracting errors • Errors are of an elevated nature 	<p>With assistance:</p> <ul style="list-style-type: none"> • Few distracting errors • Errors are of an elevated nature

Proficiency Level	Category	AP English 11	Advanced English 11	Regular English 11	Inclusion English 11	Self-Contained Eng. 11
Medium	Thesis/ Central Idea	<ul style="list-style-type: none"> Directly addresses every aspect of the prompt 	<ul style="list-style-type: none"> Directly addresses every aspect of the prompt 	<ul style="list-style-type: none"> May not fully address every aspect of the prompt 	<ul style="list-style-type: none"> May not fully address every aspect of the prompt 	<ul style="list-style-type: none"> addresses the prompt
	Elaboration/ Evidence/ Reasoning (CD/CM)	<ul style="list-style-type: none"> Appropriate but not fully developed evidence based on analysis and reasoning which supports the thesis as opposed to summary or paraphrasing 	<ul style="list-style-type: none"> Appropriate but not fully developed evidence based on analysis and reasoning which supports the thesis as opposed to summary or paraphrasing 	<ul style="list-style-type: none"> Lacking relevant evidence or evidence may not be fully developed in supporting the thesis 	<ul style="list-style-type: none"> Lacking relevant evidence or evidence may not be fully developed in supporting the thesis 	<ul style="list-style-type: none"> Limited evidence or evidence with little explanation
	Organization, including Introductions, Conclusions, and Transitions	<ul style="list-style-type: none"> Purposeful organization: The student organizes the essay according to his purpose and audience (i.e., the student would organize a personal narrative differently than an expository piece) Logical paragraph structure (i.e. each paragraph has a clear assertion that supports a thesis) Conclusion is not a restatement of the thesis, but reinforces purpose and provokes further 	<ul style="list-style-type: none"> Purposeful organization Purposeful progression of thought Hook: avoids beginning with a question or quotation Conclusion is not a restatement of the thesis, but reinforces purpose and provokes further thought on the topic from the readers Creative, 	<ul style="list-style-type: none"> Apparent organization but not cohesion Paragraphs are purposefully organized and addressed in the order in which they were introduced. Hook: attempts to engage the reader Conclusion brings the paper to a close. logical transitions 	<p>With assistance:</p> <ul style="list-style-type: none"> Logical organization Paragraphs are purposefully organized and addressed in the order in which they were introduced. Conclusion sufficiently brings the paper to a close. Logical transitions 	<p>With assistance:</p> <ul style="list-style-type: none"> Logical organization Conclusion sufficiently brings the paper to a close. Logical transitions

		<p>thought on the topic from the readers</p> <ul style="list-style-type: none"> • Smooth and logical transitions 	<p>smooth, and logical transitions</p>			
	Syntax/Sentence Variety	<ul style="list-style-type: none"> • Sophisticated syntax • Sentence variety in length and structure 	<ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety in length and structure 	<ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety primarily in length rather than structure 	<p>With assistance:</p> <ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety in length 	<p>With assistance:</p> <ul style="list-style-type: none"> • Focused and clear sentences • Sentence variety in length
	Diction/ Tone/ Voice	<ul style="list-style-type: none"> • Sophisticated diction • Engaging tone and voice 	<ul style="list-style-type: none"> • Descriptive and varied diction • Engaging tone and voice 	<ul style="list-style-type: none"> • Student begins to choose words based on audience and purpose with intention of creating an appropriate tone 	<p>With assistance:</p> <ul style="list-style-type: none"> • Student begins to choose words based on audience 	<p>With assistance:</p> <ul style="list-style-type: none"> • Student begins to choose words based on audience
	G. U. M.	<ul style="list-style-type: none"> • No distracting errors • Errors result from an attempt at sophisticated syntax but there are no fundamental grammatical errors 	<ul style="list-style-type: none"> • No distracting errors • errors are of an elevated nature 	<ul style="list-style-type: none"> • Few distracting errors • errors are of an elevated nature 	<p>With assistance:</p> <ul style="list-style-type: none"> • Few distracting errors • errors are of an elevated nature 	<p>With assistance:</p> <ul style="list-style-type: none"> • Few distracting errors • errors are of an elevated nature

Proficiency Level	Category	AP English 11	Advanced English 11	Regular English 11	Inclusion English 11	Self-Contained Eng. 11
Low	Thesis/ Central Idea	<ul style="list-style-type: none"> May not directly address every aspect of the prompt 	<ul style="list-style-type: none"> May not directly address every aspect of the prompt 	<ul style="list-style-type: none"> May not fully address every aspect of the prompt 	<ul style="list-style-type: none"> May not fully address every aspect of the prompt 	<ul style="list-style-type: none"> May not fully address every aspect of the prompt
	Elaboration/ Evidence/ Reasoning (CD/CM)	<ul style="list-style-type: none"> Not fully developed evidence which may not support the thesis More summary or paraphrasing than analysis 	<ul style="list-style-type: none"> Not fully developed evidence which may not support the thesis More summary or paraphrasing than analysis 	<ul style="list-style-type: none"> Lacking relevant evidence More summary or paraphrasing than analysis 	<ul style="list-style-type: none"> Lacking evidence More summary or paraphrasing than analysis 	<ul style="list-style-type: none"> Evidence with little explanation
	Organization, including Introductions, Conclusions, and Transitions	<ul style="list-style-type: none"> One or more paragraph(s) does not have a clear assertion and/or does not support the thesis statement Organization is basic without attention to purpose Conclusion is a restatement of the thesis Transitions are formulaic 	<ul style="list-style-type: none"> Each paragraph does not have a clear assertion OR does not support the thesis statement Hook is ineffective or missing Conclusion is a restatement of the thesis Formulaic or missing transitions 	<ul style="list-style-type: none"> Organization is not clear or meaningful Paragraphs may not progress in order of thesis statement Hook is ineffective or missing Conclusion paragraph is not developed Missing transitions 	<p>Despite assistance:</p> <ul style="list-style-type: none"> Limited organization Paragraphs are missing or out of order Conclusion is missing Transitions are missing or not evident 	<p>Despite assistance:</p> <ul style="list-style-type: none"> Limited organization Paragraphs are missing or out of order Conclusion is missing Transitions are missing or not evident
	Syntax/Sentence Variety	<ul style="list-style-type: none"> Simplistic syntax Sentences vary in length but not in structure 	<ul style="list-style-type: none"> Simplistic syntax Sentences vary in length but not in structure 	<ul style="list-style-type: none"> Sentences lack focus and clarity Sentences lack variety 	<p>Despite assistance:</p> <ul style="list-style-type: none"> Sentences lack focus and clarity Sentences lack variety 	<p>Despite assistance:</p> <ul style="list-style-type: none"> Sentences do not show evidence of a complete thought

	Diction/ Tone/ Voice	<ul style="list-style-type: none"> • Unsophisticated diction • Mechanical tone and voice 	<ul style="list-style-type: none"> • Unsophisticated diction • Mechanical tone and voice 	<ul style="list-style-type: none"> • Words and tone are not geared towards appropriate audience 	<p>Despite assistance:</p> <ul style="list-style-type: none"> • Words and tone are not geared towards appropriate audience 	<p>Despite assistance:</p> <ul style="list-style-type: none"> • Words and tone are not geared towards appropriate audience
	G. U. M.	<ul style="list-style-type: none"> • Distracting errors • Fundamental grammatical errors 	<ul style="list-style-type: none"> • Distracting errors • Fundamental grammatical errors 	<ul style="list-style-type: none"> • Many distracting errors • Fundamental grammatical errors 	<p>With assistance:</p> <ul style="list-style-type: none"> • Many distracting errors • Fundamental grammatical errors 	<p>With assistance:</p> <ul style="list-style-type: none"> • Many distracting errors • Fundamental grammatical errors