

| | | Fully meeting expectations, with enriched understanding (EU) | Fully meeting grade level expectations (FM) | Mostly meeting grade level expectations (MM) | Not yet meeting grade level expectations (NY) |
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| Message/Meaning | Clear and consistent thesis | Your message is clearly and consistently on one topic with a thesis message that resonates with the audience and aligns clearly with the purpose and context. | You independently and clearly write about a central, strong thesis That addresses audience needs, a clear purpose and the context. | With help your message is mostly clear and on topic. Spend time in the pre-writing stage, developing your thesis fully. Review your purpose, context and audience. | Even with help you struggle to present a thesis that is strong and central. Always keep your main idea in mind and build onto it. Your pre-writing should focus on this. Establish your audience, context and purpose before beginning. |
| | Facts, details, supporting information and evidence | Your composition demonstrates a deep understanding of topic and this emerges through engaging and comprehensive details, facts and evidence about the place and time as it relates to your intended purpose. You have approached detail support creatively, through both words and graphic or illustrations. | Your composition demonstrates a clear understanding of the purpose and contains relevant facts, details and evidence to support this purpose. You have an accurate representation of multiple aspects of your topic in both writing and visually when appropriate. | Your composition demonstrates a basic or uneven understanding of the topic. You needed support fleshing out details. What details could make your essay even stronger? Where can you go for additional information? How can you present your information? | You are having trouble showing a clear understanding of your intended topic. Who is the person you are focusing on? What details are important? When did it take place? Where? What events are essential? Where can you go to find this information? How can you make sure your information is accurate? |
| Organization and Coherence | Logical and effective structures | The organization of your writing enhances the desired effect on your audience, and clarifies the purpose and context of your creation. You have taken some risks with form and structures to enhance impact. | Your writing is clearly organized in a manner that is logical to its audience, purpose and context. You have attended to appropriate form and structures. | With help you create writing that is somewhat organized to suit audience, purpose and context. Review that ways your text form could be organized. What are forms and structures you could use? | You are having trouble creating writing that is organized to suit its audience, purpose and context. Use a visual organizer to help you plan. Explore ways your chosen text form can be organized by looking at examples. |
| | Valid and justifiable conclusion | Your conclusion powerfully and succinctly encapsulates your message and leaves your readers with deeper understanding. | Your conclusion strongly and coherently sums up and brings closure to your message. | With help, your conclusion mostly sums up and brings closure to your message. How can you end your writing in a way that helps your readers to understand your message? | You are having trouble summing up your message. Spend more time planning all parts of your message. What ideas do you want to leave your readers with, in the end? |

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| Style and Language Choices | Writer's Voice | The writing is honest, enthusiastic, natural and thought-provoking; the reader feels a strong sense of interaction with the writer and senses the person behind the words; sentences are strong and expressive with varied structure; reveals deepening insight, sometimes expressed as wonder, the essay concludes, but the thinking does not, reader is left with ideas to ponder | Writer's voice is consistent and strong. The writer is aware of an audience. The reader is informed and remains engaged. Sentences have varied structure; coherent, but relies on prescribed organizational structure rather than following lines or patterns of thought; predictable word choice | Writer's voice may emerge strongly on occasion, then retreat behind general, vague, tentative, or abstract language. The writer may be aware of an audience. The reader is informed, but must work at remaining engaged. Sentence structure shows some variety; generally stays on topic but lapses into digressions; simple, generic word choice | Writing is confusing, hard to follow; language is vague; no audience awareness; disorganized; no variety in sentence structure. |
| | Inclusive and respectful language | You are very skilled at seeing multiple perspectives on an issue or topic. You withhold judgement and present your argument respectfully and ethically, clearly researching for information and clarification. You enthusiastically seek a variety of perspectives in order to develop your position. | You are able to suspend your judgement of yourself, others and the topic of discussion. Your argument is courteous and ethical. You use fair words and qualifiers. | With reminders, you suspend your judgement and present your argument courteously and ethically most of the time. Continue to explore then benefits of more than one perspective. How can you present a position both convincingly and courteously? What are "fair" words? | You are having trouble suspending judgement and presenting a position courteously and ethically. Perhaps writing down others' perspectives while you research will help you to reflect more and choose your words with care. |
| | Mechanics (grammar, spelling, punctuation) | Strong control of conventions. Varied sentence structures. Almost error-free. | Adequate control of conventions. Some variety in sentence structures; some errors in syntax, spelling, and usage. | Weak control of conventions. Simple sentence structure; some syntax and usage problems. | Errors in conventions interfere with understanding of piece. |

Rhetorical devices: ambiguity, contradiction, paradox, irony, incongruity, overstatement, understatement, analogy, case study, reasoning
Evidence: facts, expert opinions, quotations, logical reasoning, expressions of commonly accepted beliefs

Feedback: