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| **9-10 Argument** | | | | | |
|  | 1: Inadequate | 2: Developing | 3: Proficient | 4: Skilled | 5: Exceptional |
| Claim | *Introduces a clear, arguable claim that can be supported by reason and evidence.* | | | | |
| Development | *Provides sufficient data & evidence to back up the claim as well as a conclusion that supports the argument.* | | | | |
| Audience | *Anticipates audience’s knowledge level & concerns about the claim; Addresses specific audience’s needs.* | | | | |
| Cohesion | *Uses words, phrases & clauses to link the major sections of the text, creates cohesion & clarifies the relationships between the claim & reasons, reasons & evidence, claims & counterclaims.* | | | | |
| Language & Style | *Uses precise language & topic-specific vocabulary to develop the claim.* | | | | |
| Conventions | *Presents a formal, objective tone that demonstrates standard English conventions of usage & mechanics along with discipline-specific requirements (MLA, APA).* | | | | |

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| **11-12 Argument** | | | | | |
|  | 1: Inadequate | 2: Developing | 3: Proficient | 4: Skilled | 5: Exceptional |
| Claim | *Introduces a clear, arguable claim that can be supported by reason and evidence.* | | | | |
| Development | *Provides sufficient data & evidence to back up the claim* ***while pointing out the strengths & limitations of both the claim & counterclaim. Provides a conclusion that supports the argument.*** | | | | |
| Audience | *Anticipates audience’s knowledge level & concerns,* ***values & possible biases*** *about the claim; Addresses specific audience’s needs.* | | | | |
| Cohesion | *Uses words, phrases & clauses* ***as well as varied syntax*** *to link the major sections of the text, creates cohesion & clarifies the relationships between the claim & reasons, reasons & evidence, claims & counterclaims.* | | | | |
| Language & Style | *Uses precise language &* ***techniques (such as metaphor, simile, analogy etc.)*** *to develop the claim.* | | | | |
| Conventions | *Presents a formal, objective tone that demonstrates standard English conventions of usage & mechanics along with discipline-specific requirements (MLA, APA).* | | | | |

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| **9-10 Informative** | | | | | |
|  | 1: Inadequate | 2: Developing | 3: Proficient | 4: Skilled | 5: Exceptional |
| Focus | *Focuses on a topic to inform a reader with ideas, concepts, information, etc.* | | | | |
| Development | *Presents relevant facts, definitions, concrete ideas, quotations & examples. Conclusion ties to & supports the information/explanation.* | | | | |
| Audience | *Anticipates audience’s background knowledge of the topic.* | | | | |
| Cohesion | *Uses appropriate & varied transitions to link the major sections of the text, creates cohesion & clarifies the relationships among complex ideas and concepts.* | | | | |
| Language & Style | *Presents a formal, objective tone & uses precise language & topic-specific vocabulary to manage the complexity of the topic.* | | | | |
| Conventions | *Demonstrates standard English conventions of usage & mechanics along with discipline-specific requirements (MLA, APA).* | | | | |

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| **11-12 Informative** | | | | | |
|  | 1: Inadequate | 2: Developing | 3: Proficient | 4: Skilled | 5: Exceptional |
| Focus | *Focuses on a topic to inform a reader with ideas, concepts, information* ***that creates a unified whole****.* | | | | |
| Development | *Presents relevant facts,* ***extended*** *definitions, concrete ideas, quotations & examples.* ***Provides a conclusion that******supports the topic & examines the implications & significance****.* | | | | |
| Audience | *Anticipates audience’s background knowledge of the topic.* ***Includes formatting, graphics and/or multimedia when useful to aiding comprehension.*** | | | | |
| Cohesion | ***Explains the relationship between ideas and concept.*** *Uses appropriate & varied transitions* ***and syntax****.* | | | | |
| Language & Style | *Presents a formal* ***style****, objective tone & uses language,* ***vocabulary & techniques such as metaphor, simile & analogy to manage the topic.*** | | | | |
| Conventions | *Demonstrates standard English conventions of usage & mechanics* ***while attending to the norms of the discipline in which they are writing*** *(MLA, APA).* | | | | |

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| **9-12 Narrative** | | | | | |
|  | 1: Inadequate | 2: Developing | 3: Proficient | 4: Skilled | 5: Exceptional |
| Exposition | *The text sets up a story by introducing the event/conflict, characters & setting.* | | | | |
| Development | *The story is developed using dialogue, pacing, description, reflection & multiple plot lines.* | | | | |
| Organization | *The text follows a logical sequence of events.* | | | | |
| Style | *The text uses sensory language and details to create vivid picture of the events, setting & characters.* | | | | |
| Conclusion | *The text provides a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.* | | | | |
| Conventions | *Demonstrates standard English conventions of usage & mechanics along with discipline-specific requirements (MLA, APA).* | | | | |