

**Kennedy High School: Effective Writing - English**

<b>Goal: 9/12</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Emerging (2)</b>	<b>Incomplete (1)</b>	<b>Student Score</b>	<b>Teacher Score</b>
<b>Ideas</b>	<p>Skillfully presents a claim and provides background and a clear explanation of the issue.</p> <p>Synthesizes evidence from a variety of sources that strongly support the claim.</p> <p>Summarizes and refutes counterclaims with relevant reasoning and clear evidence.</p> <p>Concludes by clearly summarizing the main points and reinforcing the claim.</p>	<p>Supports a claim that is clearly presented with appropriate background details.</p> <p>Synthesizes evidence from multiple sources that support the claim.</p> <p>Develops claims and counterclaims fairly and uses valid reasoning, relevant and sufficient evidence, and a variety of rhetorical appeals.</p> <p>Concludes by revisiting the main points and reinforcing the claim.</p>	<p>States a claim but does not adequately explain the issue or provide background details.</p> <p>Attempts to synthesize evidence from several sources that support the claim.</p> <p>Develops some counterclaims, but reasoning may not be completely relevant or sufficient for the evidence cited.</p> <p>Concludes by listing the main points of the thesis.</p>	<p>States a vague or unclear claim and does not explain the issue or provide background details.</p> <p>Contains no synthesis of evidence from different sources to support the claim.</p> <p>May or may not develop counterclaims, and reasoning may not be relevant or sufficient for the evidence cited.</p> <p>Concludes without restating the main points of the claim.</p>		
<b>Structure</b>	<p>Follows a logical progression of ideas that establish relationships between the essential elements of hook, claim, evidence, counterclaims, and conclusion.</p> <p>Links main points with effective transitions that establish coherence</p>	<p>Establishes clear relationships between the essential elements of hook, claim, evidence, counterclaims, and conclusion.</p> <p>Uses transitions to link the major sections of the essay and create coherence</p>	<p>Demonstrates an awkward progression of ideas, but the reader can understand them.</p> <p>Uses some elements of hook, claim, evidence, and conclusion.</p> <p>Spends too much time on some irrelevant details and uses few transitions.</p>	<p>Does not follow a logical organization.</p> <p>Includes some details and elements of an argument, but the writing lacks clear direction and uses no transitions to help readers follow the line of thought.</p>		
<b>Use of Language</b>	<p>Uses a formal style and tone appropriate to the audience and purpose.</p> <p>Smoothly integrates textual evidence from multiple sources, with correct citations.</p> <p>Shows excellent command of standard English capitalization, punctuation, spelling, grammar, and usage.</p>	<p>Uses a formal style and tone appropriate to the audience and purpose.</p> <p>Correctly cites textual evidence from at least three sources.</p> <p>Follows conventions of standard English capitalization, punctuation, spelling, grammar, and usage.</p>	<p>Mixes informal and formal writing styles.</p> <p>Cites some textual evidence, but citations may be missing or inaccurate.</p> <p>Includes some incorrect capitalization, punctuation, spelling, grammar, or usage that interfere with meaning.</p>	<p>Uses mostly informal writing style.</p> <p>Uses some textual evidence but does not include citations.</p> <p>Includes incorrect capitalization, punctuation, spelling, grammar, or usage that interfere with meaning.</p>		
<b>Total Score (out of 12):</b>						