

Persuasive Writing in Context Assignment /20

SCORE	X 2	
	THOUGHT and SUPPORT	WRITING SKILLS
FOCUS	<p>∞ how effectively the student has addressed the significance and complexity of the issue</p> <p>∞ the persuasiveness and consistency of the argument(s) presented</p> <p>∞ how well the supporting evidence is integrated, synthesized, and/or developed to support the student's arguments</p> <p>∞ awareness of audience and effectiveness of voice</p>	<p>∞ syntax</p> <p>∞ diction</p> <p>∞ grammar</p> <p>∞ mechanics</p> <p>The proportion of error to the complexity and length of the response will be considered.</p>
Excellent (E = 5)	A perceptive and thorough understanding of the issue is demonstrated. The argument(s) are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. A precise awareness of audience is effectively sustained.	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
Proficient (Pf = 4)	A thoughtful and competent understanding of the issue is demonstrated. The argument(s) are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. Awareness of audience is sustained.	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
Satisfactory (S = 3)	A sufficient but generalized understanding of the issue is demonstrated. The argument(s) are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. Awareness of audience is generally sustained.	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
Limited (L = 2)	An incomplete, vague, or confused understanding of the issue is demonstrated. The argument(s) are oversimplified and/or inconsistent. Support is superficial, unclear, contradictory, inappropriate, or merely a restatement of what is provided in the examination. Awareness of audience may be apparent but is not sustained.	The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
Poor (P = 1)	An inaccurate or minimal understanding of the issue is demonstrated. The argument(s) are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, over-generalized, or lacking. Little awareness of audience is apparent.	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.
Insufficient (INS = 0)	<p>Insufficient (INS) is a special category. It is not an indicator of quality. Insufficient will be assigned when</p> <ul style="list-style-type: none"> the marker can discern no evidence of an attempt to fulfill the assignment OR if the writing is so deficient in length that it is not possible to assess Thought and Support. 	