


## English Language Arts 30–2 Persuasive Writing in Context Scoring Categories and Criteria 2014–2015

	THOUGHT AND SUPPORT
<b>FOCUS</b>	<p>When marking <b>Thought and Support</b>, the marker should consider</p> <ul style="list-style-type: none"> <li>• how effectively the student has addressed the <b>significance</b> and <b>complexity</b> of the issue</li> <li>• the <b>persuasiveness</b> and <b>consistency</b> of the argument(s) presented</li> <li>• how well the supporting evidence is <b>integrated</b>, <b>synthesized</b>, and/or <b>developed</b> to support the student's arguments</li> <li>• awareness of <b>audience</b> and effectiveness of <b>voice</b></li> </ul>
<b>Excellent E</b>	A perceptive and thorough understanding of the issue is demonstrated. The student's arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident.
<b>Proficient PF</b>	A thoughtful and competent understanding of the issue is demonstrated. The student's arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent.
<b>Satisfactory S</b>	A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.
<b>Limited L</b>	A superficial, incomplete and/or confused understanding of the issue is demonstrated. The student's arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain or unclear.
<b>Poor P</b>	An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments may be of questionable logic or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate.
<b>Insufficient INS</b>	<p><b>Insufficient is a special category. It is not an indicator of quality.</b> Assign insufficient when</p> <ul style="list-style-type: none"> <li>• The marker can discern no evidence of an attempt to fulfill the assignment <b>OR</b></li> <li>• The writing is so deficient in length that it is not possible to assess Ideas and Impressions</li> </ul>
<b>Total /20 =    %</b>	<b>/20</b>
 <p><b>Assessment</b></p>	<b>Areas of Strength:</b>
	<b>Might I Suggest:</b>

How long did it take to complete the assignment? \_\_\_\_\_