


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

	THOUGHT AND SUPPORT	WRITING SKILLS
FOCUS	<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>	<p>When marking <b>Writing Skills</b>, the marker should consider the extent to which the writing demonstrates control of</p> <ul style="list-style-type: none"> <li>• <b>syntax</b></li> <li>• <b>diction</b></li> <li>• <b>grammar</b></li> <li>• <b>mechanics</b></li> </ul> <p><b>Consider the proportion of error in terms of the complexity and length of the response.</b></p>
<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.	The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
<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.	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
<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.	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
<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.	The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
<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.	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.
<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 /50 =    %</b>	<b>/35</b>	<b>/15</b>
 <p><b>Assessment</b></p>	<b>Areas of Strength:</b>	
	<b>Might I Suggest:</b>	
Cross Reference to <i>Program of Studies for Senior High School Language Arts</i>	2.1   2.2   2.3   3.1   3.2   4.1   4.2	4.2
		<b>November 2014</b>

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