

Getting the Grade in Writing

- **Content:** WHAT you have to say (Content), how it's said, & your ability to support your opinions with facts/evidence (Style).
- **Craft:** HOW you structure it. Conventions of English & Organization of your thoughts (mode of expression, awareness of audience, etc)

90-100 **Advanced / Superior**
(mastery; skill is beyond grade level)

80-89 **Proficient**
(on grade level for skill or standard)

70-79 **Basic**
(minimum met)

65-69 **Developing***
(weak in some areas)

Below 65 **Emerging***
(Insufficient or Incomplete)

*Remediation and revision recommended

Late work: Late work will be accepted up to two days late with a 10% point reduction.

Late work will not be accepted from honors students

Content Grade

Concepts/ Ideas

refers to the following elements:

- a clear understanding and complete analysis of the topic (given the length/scope of the assignment)
- an awareness of audience and purpose
- the use of appropriate quotations (where relevant)
- originality of ideas and expression
- appropriate evidence of reading and research (where relevant)

Advanced / Superior
(mastery of grade level skill or standard, skill is beyond grade level)

90-100

- Original ideas well developed, relevant, and thoroughly supported
- Analysis complete
- Ideas and expressions original
- Evidence of reading and research apparent (where appropriate)
- Perceptive insights
- Text interesting

Proficient (on grade level)	80-89	<ul style="list-style-type: none"> • Topic coverage mainly complete • Most elements completed well • Analysis weak in places
Basic (minimum met)	70-79	<ul style="list-style-type: none"> • Topic covered basic requirements • Evidence of some analysis • Other elements present at a basic level • Omissions in some elements
Developing	65-69	<ul style="list-style-type: none"> • Topic coverage inadequate • Analysis lacking • Text uninteresting • Omissions in several elements
Emerging (Insufficient or Incomplete) *Remediation recommended	Below 65	<ul style="list-style-type: none"> • Unsatisfactory—remedial work needed • Intent of the writing difficult to understand • Omissions in most elements • Lack of audience awareness
<p>Style</p> <p>refers to the following elements:</p> <ul style="list-style-type: none"> • Evidence of stylistic control • Writing at the appropriate language level (informal, general, formal) • Writing appropriate to content, subject, purpose, and audience • Demonstration of effective tone and appropriate vocabulary • Evidence of creativity • Length and complexity of sentences • Maintenance of consistent style <p>Common indicators of stylistic problems include:</p> <ul style="list-style-type: none"> • Shift of focus • Monotonous repetition of one or two syntactical patterns • Change in level or tone • Pretension (attempt at outward show of ability that appears to be false or inaccurate) • Use of slang expressions and cliches • Choppiness (short, unconnected sentences) 		
Advanced / Superior (mastery of grade level skill or standard, skill is beyond grade level)	90-100	<ul style="list-style-type: none"> • Evidence of mastery of all appropriate elements • Style perceptive and consistent • Individual voice clear and consistent
Proficient (on grade level)	80-89	<ul style="list-style-type: none"> • Most elements completed well

		<ul style="list-style-type: none"> No significantly detracted from writing from minor omission Voice consistent
Basic (minimum met)	70-79	<ul style="list-style-type: none"> Inconsistent application of style rules detract from the writing Elements present at basic level only Voice weak or inconsistent.
Developing	65-69	<ul style="list-style-type: none"> Some basic elements missing Inconsistencies and omissions a serious distraction Most skills insufficient for assignment Little awareness of authorial voice
Emerging (Insufficient or Incomplete) *Remediation recommended	Below 65	<ul style="list-style-type: none"> Text unfocused and confusing Major omissions in elements Authorial voice absent

Craft Grade

Organization

refers to the following elements:

- A clear thesis statement
- A variety of effective transitions to make the writing “flow”
- Appropriate and logical structure both within the assignment as a whole and within the paragraph
- Good main ideas at the paragraph level
- Maintenance of purpose of the writing
- An introduction, development and conclusion (paragraphs at the essay level; sentences at the paragraph level)
- Effective sentence variety
- An awareness of audience

Advanced / Superior (mastery of grade level skill or standard, skill is beyond grade level)	90-100	<ul style="list-style-type: none"> Arguments thoroughly developed Strong links between sentences and paragraphs making the structure of text logical and readily discernible Appropriate introduction, development and conclusion Mastery of the organizational elements Appropriate elements achieved to a high degree
Proficient (on grade level)	80-89	<ul style="list-style-type: none"> Structure apparent Effective transitions Most elements completed well Some minor omissions so that “flow” is inhibited

		<ul style="list-style-type: none"> Few and minor errors in conventions (grammar/spelling)
Basic (minimum met)	70-79	<ul style="list-style-type: none"> Structure apparent but at a basic level, just adequate Omissions in some elements cause "flow" problems Minimal support or commentary/analysis
Developing	65-69	<ul style="list-style-type: none"> Structure Other elements present at a basic level Problems with some elements cause lack of "flow" Lack of logical connection between parts of writing Omissions in several element Structure and "flow" problems cause confusion No clear purpose to the writing Omissions generalized
Emerging (Insufficient or Incomplete) *Remediation recommended	Below 65	<ul style="list-style-type: none"> Structure unfocused and confusing Shift(s) in purpose Major omissions in elements Purpose unsupported by structure Complete lack of audience awareness Shift of focus and purpose Major omissions generalized

Conventions

● **Mechanics**

refers to the following elements:

- Spelling, correct and consistent in usage
- Punctuation, correct, consistent and with appropriate variety
- Capitalization
- Proper use of documentation technique
- Legibility, particularly of hand written assignments
- Documentation style correct and complete

● **Grammar**

refers to the following elements:

- Sentence formation; clauses and phrases appropriately formed and connected
- Word order and form
- Verb tense, form, voice (active or passive), and mood (indicative, imperative, subjunctive)
- Subject-verb agreement
- Pronoun case forms and pronoun agreement with antecedent
- Appropriate adjective and adverb form
- Parallelism
- Appropriate use of modifiers
- Direct and indirect speech

Advanced /	90-	<ul style="list-style-type: none"> Mastery of all elements
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<p>Superior (mastery of grade level skill or standard, skill is beyond grade level)</p>	<p>100</p>	<ul style="list-style-type: none"> • No mechanical errors • Correction of text structure not required • A variety of complex grammatical structures used • Evidence of mastery of advanced and complex structures
<p>Proficient (on grade level)</p>	<p>80-89</p>	<ul style="list-style-type: none"> • Most elements completed well • Minor errors only, not affecting meaning • Most elements completed well; only a few minor errors • High level achievement of most elements
<p>Basic (minimum met)</p>	<p>70-79</p>	<ul style="list-style-type: none"> • Errors in all elements • Errors distract reader and interfere with understanding • Basic use of elements • Minor errors in several types of structure • Errors distracting but no interference with comprehension
<p>Developing</p>	<p>65-69</p>	<ul style="list-style-type: none"> • Major errors in more than one element • Inconsistency of usage • Errors cause some comprehension problem • Variety of major, global errors • Errors distract reader, impeding meaning and comprehension
<p>Emerging (Insufficient or Incomplete) *Remediation recommended</p>	<p>Below 65</p>	<ul style="list-style-type: none"> • Major errors in many elements • Errors cause comprehension problems • Complete, or almost complete lack of elements • Errors basic and pervasive in nature • Comprehension difficult • Numerous errors, even basic ones • Text incomprehensible