| Kennedy High School: Effective Writing | | | | | | |
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| **Goal: 15/20** | **Exemplary (4)** | **Goal: Proficient (3)** | **Developing (2)** | **Emerging (1)** | Student Score | Teacher Score |
| Focus | Engages and fully develops a clear thesis as appropriate to the assignment. | Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic. | Simplistic idea; thesis is weak, unclear and/or too broad. | Misunderstanding of the prompt, off-topic; thesis is essentially missing or not discernible. | | |
| Organization | Organizes information logically so that a structure and development are obvious. Organization enhances topic development and presentation. | Organizes information so that a structure and development are obvious. Organization helps topic development and presentation. | Organizes information that reflects some structure and development. Organization is minimal and limits topic development and presentation. | Information is not presented in a logical, organized structure. Topic development is missing. | | |
| Development | Supports consistent point of view with evidence that is original and reveals depth of ideas. Ideas work together as a unified whole (thesis and topic sentences) are thoroughly supported with specific evidence. | Supports point of view with evidence. Ideas work together as a unified whole. Main points (thesis and topic sentences) are adequately supported with evidence. | Inconsistent point of view supported with limited evidence. Ideas do not work together as a unified whole. Main points (thesis and topic sentences) are insufficiently supported. | Point of view is vague. Illogical generalizations without support. Ideas are not supported. | | |
| Analysis | Provides an insightful synthesis of text and argument through an effective interpretation. The argument expresses quality and depth of understanding. | Provides an adequate synthesis of text and argument through an effective interpretation. The argument expresses and adequate understanding. | Provides a limited synthesis of text and argument. The argument expresses limited understanding. | Provides an insufficient understanding of the text. Missing or ineffective argument. | | |
| Grammar & Mechanics | Reflects clear awareness of audience in the tone of the writing. Uses language appropriately and skillfully to express ideas. Evident control of grammar, mechanics, spelling, usage, and sentence formation. | Reflects adequate awareness of audience in the tone of the writing. Uses language appropriately to express ideas. Sufficient control of grammar, mechanics, spelling, usage and sentence formation. | Reflects adequate awareness of audience in the tone of the writing. Uses language adequately to express ideas. Limited control of grammar, mechanics, spelling, usage, and sentence formation. | Inadequate awareness of audience as reflected in the tone of the writing. Attempts to use technical tools/or language conventions. Minimal control of grammar, mechanics, spelling, usage, and sentence formation. | | |
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