

NMHS Writing Handbook



2015-2016

Greetings NMHS! The English Department has worked to put together a comprehensive handbook for teachers, students, and families in hopes of making some sense of the Common Core Standards and Expectations as they apply to writing at Northfield Middle High School. Common Core has asked us all to write and read across the curriculum, and, within our school, our goal is to write at least once per semester in courses outside of the Humanities. The goal of this handbook is to provide teachers and students with an overview of what the three writing genre are (Argument, Informational/Explanatory, and Narrative), how to help students draft/write/edit their work, how to cite, and where to go if you need help.

This source provides the tools to navigate writing from the moment an assignment is given to the moment it is turned in. From graphic organizers to plan work, to editing and proofreading sheets to help refine it; this handbook provides a common language/set of tools to streamline the writing process at our school.

Included are the NMHS Common Core rubrics for writing assessment, grades 6-12, as well as a detailed list of supports and resources. Purdue Online Writing Lab (OWL) is an invaluable, web-based tool that guides users through the entire writing process. The interface is user-friendly, and OWL will address many of your questions. As always, the English department is willing to assist you in any way we can—our e-mail addresses are provided below.

Happy Writing!

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Common Core: Three Genres of Writing

Argumentative	Informational/Explanatory	Narrative
Write arguments to support claims with clear reasons and relevant evidence. Argument writing includes a counterclaim, which is the primary distinction between argument and informational writing.	Write informational/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences


: Whenever you see the Marauder, there is a helpful tip accompanying it!

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NMHS Writing Matrix

Content Area	Q1/Q2		Q3/Q4	
Health	A or I/E		A or I/E	
PE	A or I/E		A or I/E	
Art	A or I/E		A or I/E	
Music	A or I/E		A or I/E	
FCS	A or I/E		A or I/E	
Foreign Language	A or I/E		A or I/E	
Technical Ed.	A or I/E		A or I/E	
Science	A or I/E		A or I/E	
Math	A or I/E		A or I/E	
Electives	A or I/E		A or I/E	
STAR (follows content area)	A or I/E		A or I/E	
Social Studies/History	A, I/E or N	A, I/E or N	A, I/E or N	A, I/E or N
English	A, I/E or N	A, I/E or N	A, I/E or N	A, I/E or N

Key

A: Formal Argument Essay
 I/E: Formal Informational/Explanatory Essay
 N: Formal Narrative

- The expectation of the Common Core Standards is that students write across the curriculum in an informal way frequently. Common Core also requires that “students write routinely over extended time frames across the curriculum.” NMHS has made a commitment to have students write at least one formal essay per semester in all content areas, and one per quarter in all Humanities classes, including electives.
- Formal writing involves following the writing process as well as standards-based assessments on the school-wide writing rubrics.
- Teachers may select either the argument essay or the informational essay; English teachers should assign, process and assess at least one narrative a year as well.

 See Appendix E for CCSS writing rubrics.

Section I

Graphic Organizers

Graphic organizers for writing essays can often be the first step in the writing process. They are invaluable for the student who is holding a writing prompt and staring at a blank page, not knowing where to start. Graphic organizers also can help a student who has a great topic and idea, but does not know how to begin. Graphic organizers are maps, guides and visuals to help students get organized and begin writing.

Graphic Organizers should:

- Provide a place for students to brainstorm ideas and see them on the page
- Narrow down a topic or subject to a specific argument or claim
- Add sensory detail to a narrative
- Organize an essay, including AECIT paragraphs
- Visually see an entire essay mapped out on one page before the real writing begins
- Provide a road map for the writer



See Appendix A for some samples of graphic organizers. There are many more online sources for graphic organizers.

Section II Outlines

Outlining is an important part of the writing process. At NMHS we encourage and often require outlines.

An outline should:

- Enable both the teacher and the student to see the structure and content of an essay in order to make adjustments before a student spends hours on an essay
- Reveal content gaps
- Reveal for a student that he or she does not have enough evidence, or even that he or she cannot support the claim
- Organize the writer's thoughts from beginning to end so he or she knows where he or she is going and what the overall essay is going to look like
- Free a writer's mind to employ tone, voice, and attitude because the writer is confident in where he or she is going and what he or she wants to say and why



See Appendix B for sample outlines and outlining formats.

Section III

AECIT Paragraphing, the Breakdown, and Exemplars

AECIT is an organizational strategy for your writing. The idea of AECIT is that there are vital pieces of information which **must** appear in all writing. The breakdown of the structure is:

Assertion: Clearly establish the argument of the paragraph. Do not merely make a statement of plot or fact. Make sure what you're saying supports the thesis/claim you've already introduced. You can think of assertions as sub-arguments of your thesis/claim.

Explanation: This is the context of the evidence you're planning to use. In most cases, you're pulling a few sentences out of a few hundred pages--help your reader understand what's going on. This is essentially *very condensed* summary that helps your reader make sense of the evidence you're going to give.

Citation: This is where you include your evidence. Your evidence can come in two forms:

- A *great quote* that supports your assertion and adds to or illustrates your argument. Ask yourself if this needs interpretation or analysis—if it doesn't, don't use it. Don't merely repeat what you've already said in your explanation.

OR

- A *great paraphrase* of information from the text that supports your assertion and adds to or illustrates your argument. You should ask yourself the same questions you would if you were using a quote: does this need interpretation? Does it repeat what I've already said?

Interpretation: Analyze your evidence and help your reader see how it proves your assertion, and thus your thesis/claim. This should be the bulk of any paragraph as it's where you're really proving your point.

Transition: This is the final line(s) of your paragraph and should help your reader mentally transition to the next argument you're going to introduce. This helps your reader see that each piece of what you're writing is connected. In some cases, as you become a more comfortable writer, a transition can be implied.

As you progress through the grades, you'll also find that an AECIT paragraph will include multiple "E," "C," and "I"s in order to craft a stronger argument.

Sample AECIT Elements

The following AECIT organizer is based on this sample thesis:

Thesis/Claim: Although professional athletes work and train hard, they are incredibly overpaid.

Elements of one possible AECIT body paragraph could be:

Assertion: Athletes do not contribute to the overall well-being of society and thus should not be paid more than emergency workers.

Explanation: The highest paid professional athlete makes almost 1,072 times what the average American with an advanced degree makes.

Citation: Tiger Woods made \$78.2 million in 2013 (Badenhausen)
The average American makes \$44, 321 (“Social Security”)
The average first-responder makes \$42,000 (“Simply Salary”)

Interpretation: The contribution of a professional athlete is merely entertainment. While the world might be less enjoyable if we did not have sports to watch, it would not alter the safety and well-being of the average American. Professional athletes are essentially paid by fans. If a fan pays for an overpriced ticket or buys an overpriced pair of shoes endorsed by the athlete, he or she is placing a value on that athlete. Since first responders are almost universally paid by citizens’ taxes, their lower salary is evidence that Americans place more value on athletes than first responders. Americans would live in a very dangerous world without first responders.

Transition: In addition to the fact that athletes are paid more than emergency responders, they are also unfairly granted a higher position of reverence in American society.

Works Cited

Badenhausen, Kurt. "The World's Highest-Paid Athletes 2013: Behind The Numbers." *Forbes*. Forbes

Magazine, 05 June 2013. Web. 24 June 2014.

"Simply Salary." *First Responder Salaries*. N.p., n.d. Web. 24 June 2014.

"Social Security." *National Average Wage Index*. N.p., n.d. Web. 24 June 2014.

Samples: How to Turn a Topic into a Thesis

Thesis crafting and writing is often the most intimidating and overwhelming part of essay writing. Students are great at finding topics of interest, but often struggle to turn a topic into a provable thesis. Below are examples in various content areas of how to turn a topic into a thesis.

Content Area	Topic	Narrower Topic	Thesis
Health	Obesity in America	Energy Drinks	Due to heightened levels of sugar, energy drinks contribute to obesity in American youth.
PE	World Cup	Unsportsmanlike Conduct	Because the World Cup is performed on the global stage, athletes such as Uruguay's star striker, Luis Suarez, sully the reputation of a nation.
Art	Renaissance Art	Leonardo DaVinci	Artists such as Leonardo DaVinci, used his work to reflect the shifting culture of his time.
Music	60's Music	Cultural Implications	The cultural shifts of 1960's would not have been the same without the powerful political anthems that fanned the flames of the movement.
FCS	Healthy Cooking/Eating	Affordable	Cooking with fresh, local, and whole foods is more affordable than people think.
Foreign Language	Food and Culture	Food defines a culture	While language is an important part of culture, it is food that truly defines a people.
Technical Ed.	Renewable Energy	Windmills	Although windmills are unsightly and not in keeping with the Vermont ridgeline, they are essential to stopping global warming.
Science	Homeostasis	Impact of disease on homeostasis.	Incurable diseases, such as muscular dystrophy, make achieving homeostasis impossible for the body.
Math	Measurements	Metric System	In order to be competitive internationally, Vermonters should learn and use the metric system exclusively.

Samples: How to Write an Introduction

An introduction is one of the most important elements of an essay as it is designed to draw the reader in and lay a roadmap as to what the rest of the essay is going to address. The following ‘recipe’ contains the elements of a solid introduction.

An introduction should:

- Start with a hook, though not a generic question. Readers should, after your first sentence, want to read the rest of your work



Ask yourself, “What was the most interesting thing I learned?” and use that to hook in your reader.

- Introduce your topic and summarize or lay out the background information necessary for the reader to understand your work
- Contain your thesis statement/claim (this is the last sentence in your introduction)
- Be a minimum of five to seven sentences in length

Introduction Example:

[HOOK] Labelling Genetically Modified Food is one of the most hotly debated topics in today’s news.

Protesters on both sides are taking to the streets, picketing state houses, and voicing their favor or objections.

[BACKGROUND INFORMATION] Corporate giants such as Monsanto are beginning to take note of small states, such as Vermont, because the cry of “Say No to GMO” is getting louder. Vermonters are some of the most cautious consumers and are ever-critical of the food they put into their bodies. This year, Vermonters passed one of the most progressive pieces of legislation mandating that all food containing GMOs be labeled as such. As a result of this legislation, Vermont and the rest of the country, are bracing for an epic legal battle.

[THESIS] Though Vermont is one of the smallest states, its opposition to genetically modified food is causing big challenges to big corporations.

Samples: How to Write a Conclusion

Like the introduction, the conclusion is a crucial component of essay writing. The function of the conclusion is imbedded in its name, to *conclude* is to ‘wrap up’ or end something, and leave the readers with a broader understanding of the topic and a sense of why it is significant. The conclusion is the last paragraph of the essay.

A conclusion should:

- Summarize the key points in the essay in a new way. Do not retell or repeat what you have already written
- Provide some finality for the reader
- Reiterate the author’s purpose. Explain why you just spent three pages writing about this topic.
- Provide the context of real world significance. Explain why this paper/topic is important to readers beyond you/your teacher.

Conclusion Example:

[SUMMARY] Consumers have a right to know what they are eating. [FINALITY/PURPOSE] The food industry and their lobbies have grown so powerful that their voice overpowers that of the individual American. The power of the food industry coupled with Americans’ busy lifestyles, have created a society where working people often choose fast or prepared foods for their families without realizing what ingredients/conditions the food contains or is subjected to prior to reaching their tables. [REAL WORLD SIGNIFICANCE] America is founded on the principles of choice and Vermont’s fight to have the labels on food clearly articulating what it contains is just the beginning of a larger food movement. Though Vermont is one of the smallest states, its voice is helping to provide the nation with the tools to make informed decisions about something as important as what we eat.

Section IV

MLA and APA Formatting

Citation is an important part of writing--it lets your reader know where your information comes from and allows him/her to look for further information on your subject. It's also a vital way to make sure you don't accidentally plagiarize. Although there are several different citation styles, there are two which are most prevalent:

MLA (Modern Language Association) is most commonly used in the Humanities (English and history).

APA (American Psychological Association) is most commonly used in the sciences and social sciences (sociology and psychology).

<i>MLA</i>	<i>Similarities</i>	<i>APA</i>
Typically used in the Humanities (i.e.: English, history, art, etc.)	The paper is double spaced, as well as the References or Works Cited page. The citation has a hanging or reverse indent.	Typically used in the sciences and social sciences (i.e.: psychology, sociology, social work, etc.)
“Works Cited” page to cite sources at the end of the work	All information used in the paper must be in the References page or Works Cited.	“References” page to cite sources at the end of the work
“Works Cited” is cited author’s last name, first name (Bird, Big)	Any information that is not your own needs to be cited	References are author’s last name, first initial (Bird, B.)
When information is cited and the author’s name is included within the sentence, place the page number at the end According to Big Bird, “writing handbooks are amazing” (22).	Both use parenthetical citations within the body of the paper. APA (Bird, 2010) or MLA (Bird 22)	When information is cited and author’s name is listed within the sentence, place the year the material was published after the name. Big Bird (2010) believes that writing centers are amazing.
When information is cited and the author’s name is not listed, place the author’s last name and the page number at the end. “Writing centers are amazing” (Bird 22).	Citations are listed alphabetically on the references or works cited page	When information is cited and the author’s name is not listed, place the author’s last name and the year the material was published. “Writing centers are amazing” (Bird, 2010).
Quotes four lines or longer are “blocked,” meaning indented two tabs over	Quotes are integrated smoothly and with transitions.	Quotes forty words or more are indented one tab (or five spaces)

Works Cited

MLA vs. APA (n.d.): n. pag. Mar. 2011. Web. 24 June 2014.

MLA

Sample MLA Paper Set-Up

Student's Last Name 1

Student's Name

Teacher's Name

Course Title

Date

Title of Your Essay

You always indent one time to start a paragraph. This is a visual cue for your reader that you are beginning a new paragraph.

In-Text Citations:

This is where you incorporate the evidence you're using to support your argument. It's important to carefully choose your evidence and ensure you cite it correctly. There are two ways to include your evidence:

- Direct Quotes: This is where you use the information from your source ***word for word***.

“Roger gathered a handful of stones and began to throw them. Yet there was a space round Henry, perhaps six yards in diameter, into which he dare not throw. Here, invisible yet strong, was the taboo of the old life” (Golding 61).



Your citation (which includes the first piece of information from the citation you've included on your Works Cited page and the page number when available) should follow directly after your quote.



Notice the punctuation:

- There is no punctuation at the end of the quote (inside of the quotation mark) **unless** the punctuation is something ***other*** than a period or a comma
- The period follows the parenthesis to indicate that you are ending your quote

Darwin asks his reader, “How have all those exquisite adaptations of one part of the organisation to another part, and to the conditions of life, and of one distinct organic being to another being, been perfected?” (60).



Since you included the author's name in an introductory phrase, your citation should still follow directly after your quote but only needs the page number.




Notice the punctuation:


- There is a question mark inside the quotation mark, but there is ***still*** a period following the citation to indicate that you're ending your citation

- Paraphrasing: This is where you use the *ideas* from your source **but put them in your own words**. Paraphrasing should also include a change in structure.


When the boys initially arrive on the island, they are still controlled by the rules of society, and the fear of getting in trouble, which Roger makes clear when he is unable strike young Henry with the stones he holds in his hands (Golding 61).

 *You still have to cite this information (which includes the first piece of information from the citation you've included on your Works Cited page and the page number when available) directly after the paraphrase.*

Darwin begins his *The Origin of Species* by posing his central question: how have different species adapted?


 *This information has already been cited in your sentence (you provided the author's name and the title of the text) so you don't need to follow with an in-text citation. You should still have a citation on your Works Cited page.*

- Works Cited: This is the list of sources you have referred to in the body of your paper—only include sources you actually cite in your paper. This is the last page of your document and should still include your header.

 *Helpful Tip: To make the Works Cited page, consider inserting a “page break” (put your cursor in front of the “W” in Works Cited, then click: Insert>Page Break) so your paper will not feed into it and disrupt the precise and tedious formatting of the Works Cited page.*

Basic Rules for your Works Cited Page:

- Make it the *final* page of your document
- Maintain the *same margins* as the rest of your document
- Ensure you have your *header* on the top right, just like every other page
- Type Works Cited at the top center of your page (size 12, not bold, italicized, underlined, quoted, etc.)
- Double Space (just like the rest of your paper)
- Alphabetize by the first piece of information in the citation
- DO NOT include the URL for web sources unless specifically told to do so
- Any citations that are more than one line use the hanging/reverse indent (this means you indent the 2nd, 3rd, 4th, etc. lines of a citation by one tab)

 *Helpful Tip: Put the cursor in front of the line you want to indent and press CTRL+Tab, this will keep the entire citation from moving.*

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

GlobalWarming.org. Cooler Heads Coalition, 2007. Web. 24 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.

An Inconvenient Truth. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge: Cambridge UP, 2003. Print.

APA
Sample APA Paper Set-Up

Page 1: Title Page

Running Head: CONDENSED VERSION OF TITLE

1

Full Title of Student's Work

Student's Name

School Name

Page 2: Abstract

CONDENSED VERSION OF TITLE

2

Abstract


Notice that you do not indent your abstract. This is where you will explain the topic you're writing about. This should be one paragraph, double-spaced and between 150-250 words.


In-Text Citations:

This is where you incorporate the evidence you're using to support your argument. It's important to carefully choose your evidence and ensure you cite it correctly. There are two ways to include your evidence:

- Direct Quotes: This is where you use the information from your source ***word for word***.


“Roger gathered a handful of stones and began to throw them. Yet there was a space round Henry, perhaps six yards in diameter, into which he dare not throw. Here, invisible yet strong, was the taboo of the old life” (Golding, 1954, p. 61)


 *Your reference (which includes the author's name, the year of publication, and the page number when available) should follow directly after your quote.*

 *Notice the punctuation:*

- There is no punctuation at the end of the quote (inside of the quotation mark) **unless** the punctuation is something ***other*** than a period or a comma
- The period follows the parenthesis to indicate that you are ending your quote


Darwin (1859) asks his reader, “How have all those exquisite adaptations of one part of the organisation to another part, and to the conditions of life, and of one distinct organic being to another being, been perfected?” (p. 60).

 Since you included the author’s name and the year of publication in an introductory phrase, your citation should still follow directly after your quote but only needs the page number.


 Notice the punctuation:

- There is a question mark inside the quotation mark, but there is **still** a period following the citation to indicate that you’re ending your citation
- Paraphrasing: This is where you use the **ideas** from your source **but put them in your own words**. Paraphrasing should also include a change in structure.


When the boys initially arrive on the island, they are still controlled by the rules of society, and the fear of getting in trouble, which Roger makes clear when he is unable strike young Henry with the stones he holds in his hands (Golding, 1954, p. 61).

 You still have to cite this information (which includes the first piece of information from the citation you’ve included on your References page and the page number when available) directly after the paraphrase.

Darwin (1859) begins his *The Origin of Species* by posing his central question: how have different species adapted?


 This information has already been cited in your sentence (you provided the author’s name and the title of the text) so you don’t need to follow with an in-text citation. You should still have a citation on your References page.

- References: This is the list of sources you have referred to in the body of your paper—only include sources you cite in your paper. This is the last page of your document and should still include your running head.

 **Helpful Tip:** To make the References page, consider inserting a “page break” (put your cursor in front of the “R” in References, then click: Insert>Page Break) so your paper will not feed into it and disrupt the precise and tedious formatting of the References page.

Basic Rules for your References page:

- Make it the **final** page of your document
- Maintain the **same margins** as the rest of your document
- Ensure you have your **running head** on the top, just like every other page
- Type References at the top center of your page (size 12, not bold, italicized, underlined, quoted, etc.)
- Double Space (just like the rest of your paper)
- Alphabetize by the author’s last name
- Any citations that are more than one line use the hanging/reverse indent (this means you indent the 2nd, 3rd, 4th, etc. lines of a citation by one tab)

 *Helpful Tip: Put the cursor in front of the line you want to indent and press CTRL+Tab, this will keep the entire citation from moving.*

Sample APA References Page

CONDENSED VERSION OF TITLE

8

References

Booth, S.A. (January 1999). High-Drain Alkaline AA-Batteries. *Popular Electronics*, 62, 58.

Dell, R. M., and Rand, D.A.J. (2001). *Understanding batteries*. Cambridge, UK: The Royal Society of Chemistry.

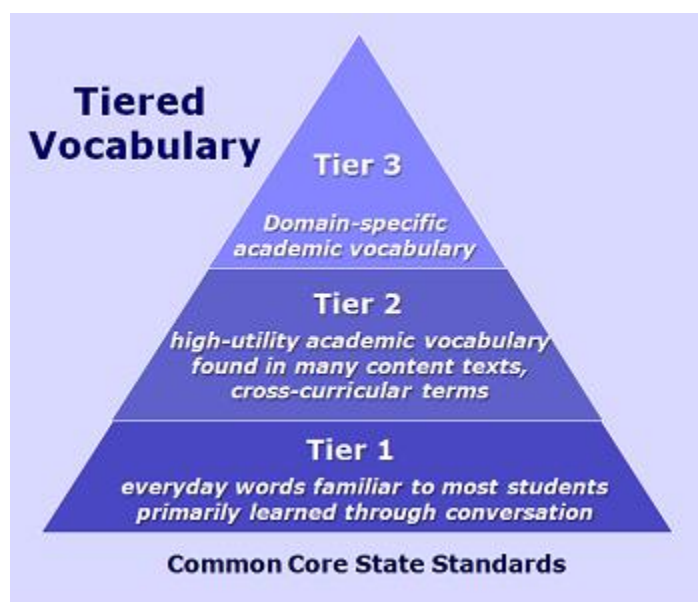
Devitt, T. (2001, August 2). Lightning injures four at music festival. *The Why? Files*. Retrieved from <http://whyfiles.org/137lightning/index.html>

Dove, R. (1998). Lady freedom among us. *The University of Virginia Alderman Library Electronic Text Center*. Retrieved from <http://etext.lib.virginia.edu/subjects/afam.html>

Section V


Use of Domain-Specific Vocabulary

Tier Three Words (what the Standards refer to as *domain-specific words*) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).



Works Cited

- Common Core State Standards for English Language Arts & Literacy in History/social Studies, Science, and Technical Subjects*. Albany, NY: New York State Education Dept., 2011. *Common Core State Standards*. Web. 25 June 2014.
- Tyson, Kimberly. *Tiered Vocabulary*. Digital image. *No Tears for Tiers: Common Core Tiered Vocabulary Made Simple*. N.p., 26 May 2013. Web. 26 June 2014.

 A student's written work is assessed on the knowledge and usage of domain-specific vocabulary in the Language section of the NMHS “Informative/Explanatory” and “Argument” rubrics.

Section VI

Research Writing: Guidelines and Expectations

Research writing will be done in most classes at NMHS (science, history, art, etc.) and the task of conducting research and writing a paper can seem a little overwhelming when beginning the process. There is so much information that is now readily available at the click of a button that it can expedite the process, but also has the potential to make writing a quality paper difficult. It is crucial to develop and narrow down your topic, find and evaluate credible sources, avoid plagiarism, and close read the material to extract only the necessary information. This section has been designed to aid with some of the *headaches* of conducting research and writing quality research papers.

Frequency and Expectations:

Our district has adopted the Common Core State Standards which require that all classes across the curriculum: *CCSS (W.7) – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

CCSS (W.10) – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Choosing a Topic:

As previously stated, starting a research project can be a daunting task. Students should consider the following questions when beginning to think about their research:

- What is my topic? (Be sure to select a topic that is interesting to you – you may need to choose a topic if you are not specifically given one)
- What do I want to discover?
- How do I plan on discovering it? (This is called your research methods or methodology)
- Who am I going to talk to/observe/survey? (These people are called your subjects or participants)
- How am I going to be able gain access to these groups or individuals?
- What are my biases about this topic?
- How can I make sure my biases are not reflected in my research methods?
- What do I expect to discover?



See Appendix D for research materials.

Developing a Topic:

Once a student has chosen a topic, he or she will need to *develop it*. A focused topic will save the student time and frustration later in the research process. A focused topic helps to clarify *what information is relevant and what information is not*.

- **Consider what your assignment asks you to do:** Your assignment may suggest several ways of looking at a topic, or it may name a fairly general concept that you will explore or analyze in your paper. You'll want to read your assignment carefully, looking for key terms that you can use to focus your topic.
- **Inform yourself about your topic:** After you've identified the *key terms* in your topic, the next step is to find credible, academic sources that explore your topic. The next step is to close read several sources and generate as much information as possible through an analysis of your topic (your first research attempt). Obviously, the more material or knowledge you have, the more possibilities will be available for a strong thesis statement.
- **Focus on *one* aspect of your topic:** As you consider your options, you must decide on which aspect of your topic to focus. This means that you cannot include everything you've learned about your topic, nor should you go off in several directions. If you end up covering too many different aspects of a topic, your paper will sprawl and be unconvincing in its argument, and it most likely will not fulfill the assignment requirements.


Sample assignment: Analyze a specific aspect which contributed to Spain's decision to remain neutral in World War II

- **Consider what your assignment asks you to do:**
 - **Key terms:** analyze, Spain's neutrality, World War II
- **Inform yourself about your topic:**
 - You'll first want to look at books and articles on *World War II* in general, and *Spain's neutrality* in particular, in order to familiarize yourself with the topic.
 - After initial research you will find that *Spain's neutrality* and *World War II* are topics far too broad to explore in a paper. You may instead decide to focus on an important individual what their role was. For example, General Franco's role in the diplomatic relationships between the Allies and the Axis, which narrows down what aspects of Spain's neutrality and World War II you want to discuss, as well as establishes a specific link between those two aspects.

Developing a Thesis/Claim:

Before you can develop a thesis statement/claim, you will need to understand what a thesis statement/claim is. A thesis statement/claim . . .

- Makes an **argument** about a topic; it states the **conclusions that you have reached** about your topic
- Establishes a *roadmap* for the reader about the **scope, purpose, and direction** of your paper
- Is **focused** and **specific** enough to be "proven" within the boundaries of your paper and is not just an "opinion" or statement of fact
- Is the last sentence of your introduction/ first paragraph

 *You can have an idea/draft of your thesis/claim from the beginning, but before you can finalize your thesis/claim, you will need to continue to research and gather evidence about your specific and developed topic. Remember, you will make changes to your thesis/claim as you learn more about your topic.*

Continuing on with the sample assignment above, some possible evidence gathered could be:

- Franco first tried to negotiate with the Axis but then turned to the Allies when he couldn't get some concessions that he wanted from the Axis
- In 1939, after the Civil War, Spain was destroyed
- Etc.

Using this evidence that supports the developed topic, some possible thesis statements/claims could be:

- Spain's neutrality in WWII occurred for an entirely personal reason: Franco's desire to preserve his own (and Spain's) power.
- If not for Franco's personal desire to preserve his own (and Spain's) power, Spain would not have been able to remain neutral during WWII.

Close Reading and Annotating Information:

Close reading is your key to best understanding your topic. It is imperative to close read in order to identify the essential information needed from the complex text. Students have to be focused and alert while they read.

Some things to consider when close reading a source:

- Have a physical copy of the text of your source in front of you (not viewing the text on your computer screen)
- Before annotating: pre-read the text to discover what the source is about
- Annotating (adding notes to a text – "close reading") is essential for preparing you for writing assignments, analyses, research, and text/exam responses
- Circle phrases you find concise and to the point (phrases that help to understand what is happening)
- Circle words that you need to define in the margin
- Underline sentences that stand out, develop an argument, or make a point
- Number related points
- Bracket important information or sections of text
- Connect important ideas, words or phrases with arrows
- Annotate the passages you don't understand so you can go back and get clarification


- In the margins:
 - Define the unfamiliar terms or words that you circled
 - Summarize and number each paragraph
 - Note any significant patterns or motifs
 - Identify points or arguments

Works Cited

Driscoll, Dana Lynn, and Allen Brizee. "Welcome to the Purdue OWL." *Purdue OWL: Conducting Primary Research*. N.p., 17 Apr. 2010. Web. 25 June 2014.


Gunnar. *Close Reading and Annotation* (n.d.): n. pag. *My Teacher Pages*. Web. 26 June 2014.

"UW–Madison Writing Center." *UW–Madison Writing Center*. N.p., n.d. Web. 25 June 2014.

 *You should not simply highlight/mark a passage without stating why in the margins (unless it's completely obvious). Don't rely on your memory because when referring back to the marks, you may not recall the context in which you first encountered the marked passage, so it becomes meaningless unless you reread.*

Credible Sources:

When writing research papers, you will need to evaluate the source that you plan to use. The access to information is so vast that finding a reliable source can be a harder than expected task. You must be sure that the information is true, useful, or accurate. Check the source's credibility, reliability, authenticity, and purpose to be sure that the source is beneficial.

 *See Appendix D for the C.A.A.P. Test to help evaluate your sources.*

Plagiarism:

According to the NMHS handbook, plagiarism is “the act of taking and using the ideas, writing, or work of others as one’s own.” Northfield Middle High School has zero tolerance for the act of plagiarism. Any copying of material that is not a student’s own work (from, but not restricted to, resources such as the Internet, books, magazines, another student’s work, etc.) is an example of plagiarism.

Quoting, Paraphrasing and Summarizing:

This section is intended to help students distinguish the similarities and differences between quotations, paraphrases, and summaries.

- **Quotations** must be identical to the original. Quotations must match the source document word for word and be cited. Direct quotations should make up only about 10% of your paper and should always be followed by your own analysis of the information.
- **Paraphrasing** involves condensing a passage from source material into your own words and your writing style (you cannot copy the structure of the original source). Paraphrasing is more detailed than summarizing, but not as specific as directly quoting. Paraphrases must still be cited.
- **Summarizing** involves putting the main idea(s) and main point(s) into your own words. Summaries are broad and condensed overviews of the source’s material. Summaries must still be cited.

Works Cited

Driscoll, Dana Lynn, and Allen Brizee. "Welcome to the Purdue OWL." *Purdue OWL: Quoting, Paraphrasing, and Summarizing*. N.p., 15 Feb. 2013. Web. 24 June 2014.

Section VII


Editing and Proofreading

Guides to Proofreading:

Proofreading is primarily about searching your writing for errors, both grammatical and typographical, before submitting your paper for an audience (a teacher, a publisher, etc.).

General Strategies

- Take a break! Allow yourself some time between writing and proofing. Even a five-minute break is productive because it will help you get some distance from what you have written. The goal is to return with a fresh eye and mind.
- Leave yourself enough time. Since many errors are made by speeding through writing and proofreading, you should take your time to look over your writing carefully. This will help you to catch errors you might otherwise miss. Always read through your writing slowly. If you read at a normal speed, you won't give your eyes sufficient time to spot errors.
- Read aloud, your ear will catch something your eye didn't. Reading a paper aloud encourages you to read every little word.
- Role-play. While reading, put yourself in your audience's shoes. Playing the role of the reader encourages you to see the paper as your audience might.
- Get others involved. Asking a friend to read your paper will let you get another perspective on your writing and a fresh reader will be able to help you catch mistakes that you might have overlooked.
- Know yourself! Do you always spell *beginning* incorrectly? Do you have trouble with *your/you're* or *to/too/two*? Take a highlighter and find those words within your work. Ask yourself/your partner if you've used them correctly.

 *Review your previous work. Reread teachers' comments from past essays. Do you routinely write in passive voice? Do you miss commas while listing items? Do you forget paragraph breaks? Use your past work and teacher/peer feedback as a stepping stone for future work!*

Works Cited

"Welcome to the Purdue OWL." *Purdue OWL: Proofreading*. N.p., n.d. Web. 23 June 2014.

Guides to Peer Editing:

Peer Editing is a helpful strategy to get feedback on your work. This strategy not only allows you to practice your skills as an editor, but it also gives you an opportunity to view other classmates' work to get a sense of different writing styles.

General Strategies

- Break into partners
- Have author, with pen in hand (to catch any immediate mistakes), read his or her work aloud to partner
- Switch roles

-AND/OR-

- Swap papers. Read partner's essay silently, with/without a pen to edit. The goal here is to get a sense of the writer's style, word choice, tendency toward mistakes.
- Sit in a quiet space. Reread your partner's work. Make comments, notes, edits, corrections as you read.
- Fill out the peer editing sheet thoughtfully, carefully, and with the goal of truly helping your partner improve his or her writing




See Appendix C for a sample Peer Editing Sheet.

Guides to Drafting:

Drafting is an essential part of writing. There are several phases of writing, and, although they seem exhaustive, each is critical in order to generate a polished piece of writing.

Outline/Graphic Organizer	There are several tools to help students plan their work. Some are traditional outlines (Roman Numerals, Alphabet). Others are more graphic (webs, clusters, flowcharts), and still others are fill-in-the-blank. Use the right one for your learning style/preference.
First Draft	This draft asks the writer to convert his/her planning tool into sentences/paragraphs. This is a rough draft in the sense that it is still in its primitive stages and needs additional information to achieve the standard.
First Teacher or Peer Edit	There are many methods of editing within each classroom. The purpose of editing is to catch undeveloped ideas, proofreading mistakes, and inconsistencies. The goal of the <i>first edit</i> is to help the writer move forward with a more developed piece of writing.
Second Draft	After receiving input from a teacher/classmate, a student hones his/her first draft, and makes additions, corrections, elaborations, and adjustments.
*Second Teacher or Peer Edit	Not all essays will go through the second edit, though a true writing process encourages drafting and editing along a continuum. This edit helps to further a piece of writing in preparation for its final audience.
Final Draft	This, in theory, should be the closest to publishable version of the written product. This should be the students' best, most polished work.
*Student/Teacher Conference with the option to rewrite	Often, students have the opportunity to rewrite their final draft after a conference with their teachers. This conference serves to show students their strengths and weaknesses in writing and how to improve their work.

*optional

 *The process of drafting and editing is designed to help a writer develop his or her style as well as become comfortable with constructive feedback from a variety of sources. The goal is for a writer to see value in the process not just the product.*

Section VIII Sources

VOL--The Vermont Online Library offers a plethora of online resources at <http://www.vtonlinelib.org/>

EasyBib--EasyBib helps save time in generating resource lists in MLA, APA and other formats. See <http://www.easybib.com/>

Purdue OWL--An outstanding online source of all things related to writing development is found at <https://owl.english.purdue.edu/owl/>

“The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects.”

Google Research--Google Research is found in the ‘Tools’ dropdown of a GoogleDoc. Information, quotes, citations, etc. about any topic may be researched from the general Google search engine, Google Scholar, Google News, Google Images or other sources and may then be inserted directly into your document. See <http://www.edudemic.com/use-google-research-tool/> for more information.

Citation Machine--An alternative resource for citing information may be found at <http://www.citationmachine.net/>



The websites above are included as possible resources to assist you in your writing.

Appendix A
Graphic Organizers

AECIT Graphic Organizer for Argument Essay

Thesis/Claim:

<p><u>Assertion</u>: the argument of the paragraph—do not make a statement of plot or fact. Make sure what you’re saying supports the thesis/claim you’ve already introduced. Assertions are sub-arguments of your thesis/claim.</p> <p><i>*You could potentially insert your counter-claim here</i></p>	
<p><u>Explanation</u>: context of the evidence you’re planning to use. This is essentially <i>very condensed</i> summary that helps your reader make sense of the evidence you’re going to give.</p>	
<p><u>Citation</u>: your evidence can come in two forms—quotes or paraphrases.</p>	
<p><u>Interpretation</u>: analyze your evidence and help your reader see how it proves your assertion, and thus your thesis/claim. This should be the bulk of any paragraph as it’s where you’re really proving your point.</p> <p><i>*You could potentially insert your counter-claim here</i></p>	
<p><u>Transition</u>: the final line(s) of your paragraph should help your reader mentally transition to the next argument you’re going to introduce. This helps your reader see that each piece of what you’re writing is connected.</p>	

AECIT Graphic Organizer for Informative/Explanatory Essay

Thesis/Claim:

<p><u>Assertion</u>: the argument of the paragraph—do not make a statement of plot or fact. Make sure what you’re saying supports the thesis/claim you’ve already introduced. Assertions are sub-arguments of your thesis/claim.</p>	
<p><u>Explanation</u>: context of the evidence you’re planning to use. This is essentially <i>very condensed</i> summary that helps your reader make sense of the evidence you’re going to give.</p>	
<p><u>Citation</u>: your evidence can come in two forms—quotes or paraphrases.</p>	
<p><u>Interpretation</u>: analyze your evidence and help your reader see how it proves your assertion, and thus your thesis/claim. This should be the bulk of any paragraph as it’s where you’re really proving your point.</p>	
<p><u>Transition</u>: the final line(s) of your paragraph should help your reader mentally transition to the next argument you’re going to introduce. This helps your reader see that each piece of what you’re writing is connected.</p>	

AECIT Body Paragraph Organizer

Thesis/Claim: _____

Assertion: the argument of the paragraph—do not make a statement of plot or fact: _____

Explanation: context of the evidence you're planning to use: _____

Citation: your evidence can come in two forms—quotes or paraphrases: _____

Interpretation: analyze your evidence and help your reader see how it proves your assertion, and thus your thesis/claim: _____

(Complete the second explanation, citation, interpretation below if providing more than one piece of evidence)

Explanation: transition from your interpretation of the first citation to the context of the second piece of evidence you're planning to use: _____

Citation: your evidence can come in two forms—quotes or paraphrases: _____

Interpretation: analyze your evidence and help your reader see how it proves your assertion, and thus your thesis/claim: _____

Transition: the final line(s) of your paragraph should help your reader mentally transition to the next argument you're going to introduce: _____

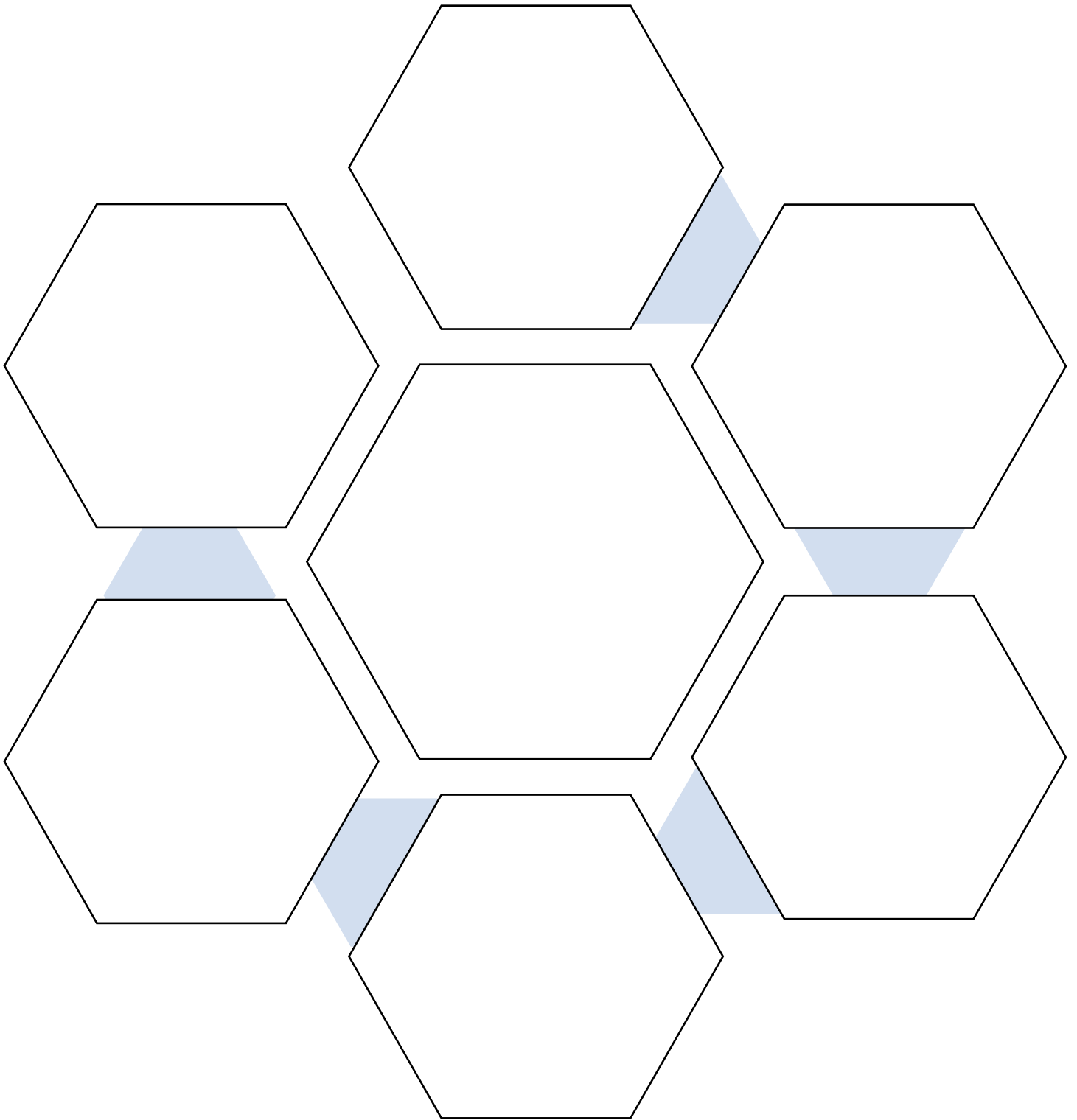
Argument Essay Graphic Organizer

Topic:	Purpose:	Audience:
Thesis Statement/Claim:		
Counterclaim/Claim <i>(Assertion)</i>	Evidence <i>(Citation)</i>	Elaboration <i>(Interpretation)</i>
Conclusion/Emotional Appeal:		

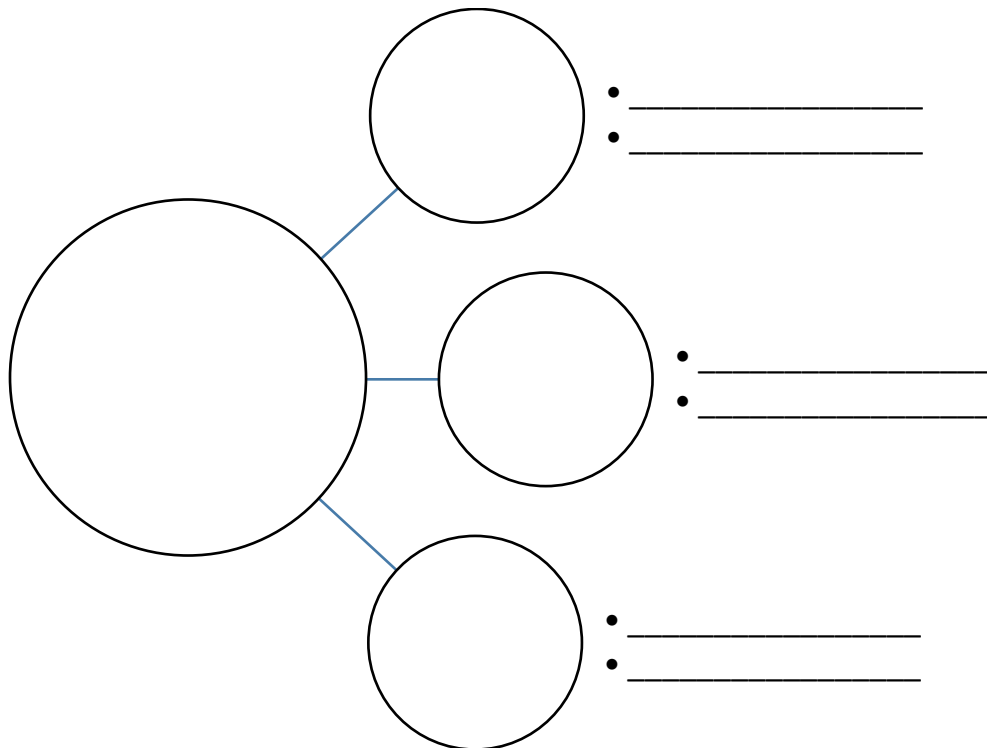
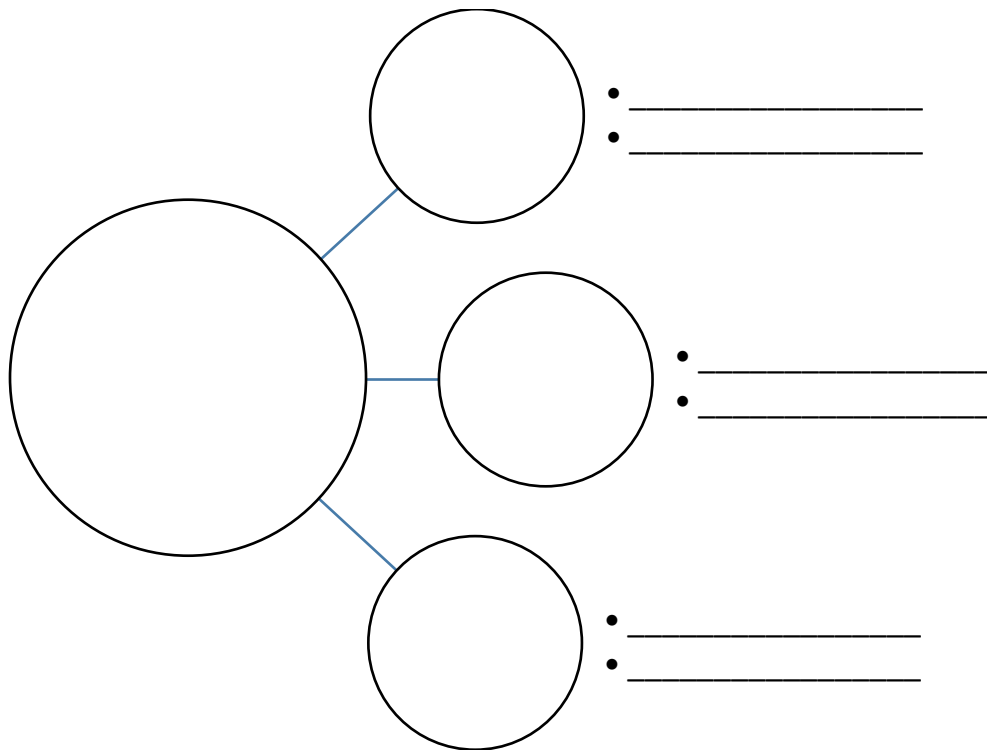
SAMPLE
Argument Essay Graphic Organizer

Topic: <i>Riding a bike for any trip under five miles</i>	Purpose: <i>To persuade people to use bicycles for shorter trips</i>	Audience: <i>People who overuse cars and under-utilize bicycles for short trips</i>
Thesis Statement/Claim: <i>You'll save money and time by riding a bike; even in the winter months, people should use bikes for short trips instead of cars.</i>		
Counterclaim/Claim (Assertion)	Evidence (Citation)	Elaboration (Interpretation)
<ul style="list-style-type: none"> • <i>While some many argue that bicycling is an expensive hobby, riding a bike can actually be quite cost-effective.</i> 	<ul style="list-style-type: none"> • <i>Current gas prices</i> • <i>Price of bike and accessories in comparison to cost of regular car maintenance</i> 	<ul style="list-style-type: none"> • <i>Comparing the one-time cost of bike accessories to continued purchase of gas for a five mile commute (show math)</i>
<ul style="list-style-type: none"> • <i>Although riding a bike lengthens the time required for a long commute, riding a bike over a short distance actually saves time.</i> 	<ul style="list-style-type: none"> • <i>Time</i> • <i>Convenience</i> • <i>Multi-tasking</i> 	<ul style="list-style-type: none"> • <i>Average time of a five mile commute vs. average speed of a biker on same commute</i> • <i>No worrying about parking, no filling up on gas, etc.</i> • <i>You can exercise and commute simultaneously</i>
<ul style="list-style-type: none"> • <i>While winter roads might be dangerous, riding a bike in winter can be both safe and feasible.</i> 	<ul style="list-style-type: none"> • <i>According to icebike.org survey, very few accidents are reported</i> 	<ul style="list-style-type: none"> • <i>Compared to summer accidents, winter apparel provides protection</i>
<p style="text-align: center;">Conclusion/Emotional Appeal:</p> <ul style="list-style-type: none"> • <i>Many Americans are fearful of being overweight</i> • <i>Carbon emissions are slowly killing our planet</i> • <i>Riding a bike recalls happy childhood memories</i> • <i>Associate biking with rediscovering childhood freedom</i> 		

Clustering/Webbing/Brainstorming
Pre-Writing Organizer



Explanatory/Informational Writing
Pre-Writing Organizer



Narrative Structure

MEANING

- Your reflection on the event(s)
- Lesson learned through this story

OUTCOME

- Result of the struggle
- The resolution

STRUGGLE

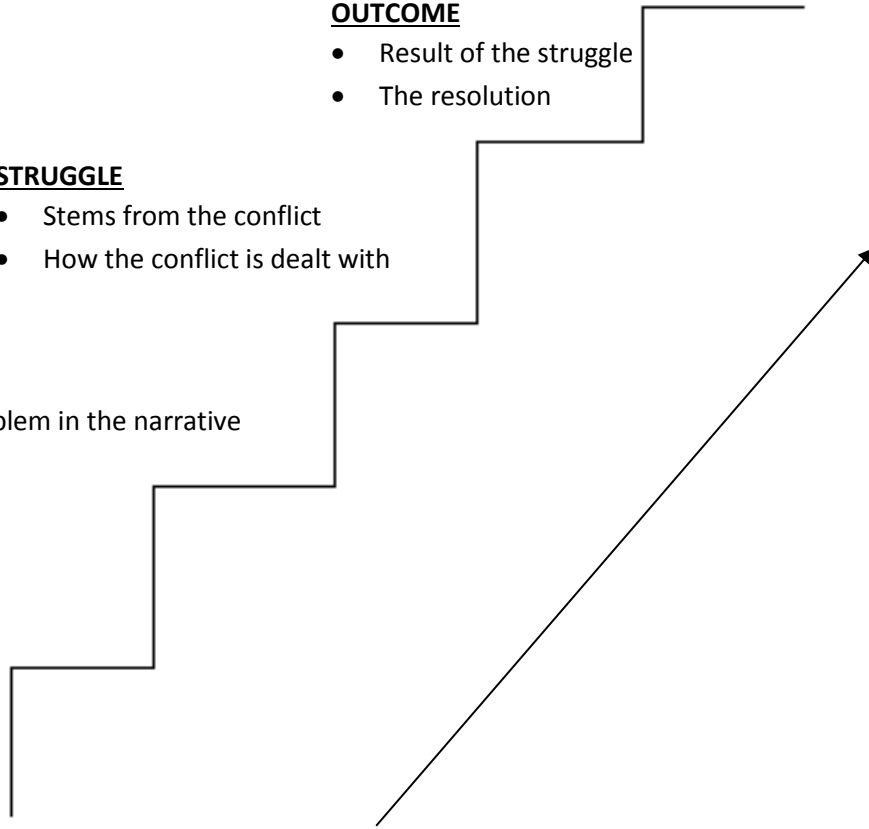
- Stems from the conflict
- How the conflict is dealt with

CONFLICT

- Tension
- The problem in the narrative

SITUATION

- Setting (time and place)
- Background/context



When writing a narrative, keep the following points in mind:

Tense and Action:

Generally, narratives can be written in the past tense, since the event has already taken place. However, sometimes, depending on your instructor's specifications, present tense can be used. Remember, a narrative chronicles an event, almost like scenes in a film. Keep in mind the action.

Point of View:

Narration often lends itself to first person point of view (I, me, mine, our). Third person point of view (he, she, they, etc.) is often acceptable as well. Be sure to consult your assignment guide or your instructor for specific requirements.

Descriptive Detail:

Use rich images, sensory description (the five senses), and specific language, including strong, active verbs, to bring your narrative to life.

Dialogue:

You might incorporate spoken language to develop your characters. Again, check with your instructor to be sure that using dialogue is acceptable for your assignment. Consult a writing or grammar handbook for the rules on properly formatting dialogue (quotation marks, spacing).

http://www.bucks.edu/media/bcccmialibrary/pdf/NarrativeStructureOutlineandGraphicOrganizerJuly08_000.pdf

Narrative Structure Graphic Organizer

Situation:

Conflict:

Struggle:

Outcome:

Meaning:

Appendix B
Outlines

Explanatory/Informational Writing Outline

Topic:

Introduction: include an interesting hook or lead, context, background, maybe explanation of topic

Thesis/Claim:

Assertion #1: _____

Explanation #1: _____

Citation #1: _____

Interpretation #1: _____

Transition Word or Phrase:

Assertion #2: _____

Explanation #2: _____

Citation #2: _____

Interpretation #2: _____

Transition Word or Phrase:

Assertion #3: _____

Explanation #3: _____

Citation #3: _____

Interpretation #3: _____

Concluding Summary: place in context of why this claim, topic, information is important in the big picture.

What domain specific vocabulary words will I use? _____

Outlining Format for an “Informative/Explanatory Essay”

Student
Teacher
Class
Date

- I. Introduction/first paragraph
 - a. Interesting lead or hook that is connected to the work, but an aspect that is linked to your essay’s purpose and thesis—do not give a general/hypothetical statement
 - b. Ample summary to inform the audience of your topic
 - c. Smooth transition to the purpose of the essay with a *clear* thesis statement/claim
- II. First “body” paragraph/ second overall paragraph
 - a. Assertion: Clearly establishes the argument of the paragraph. Does not merely make a statement of plot and supports the thesis.
 - b. Explanation: the context of the evidence you’re planning to use—you’re pulling a few sentences out of a few hundred pages, help your reader understand what’s going on
 - c. Citation: use a *great* quote or paraphrase that supports your assertion, adds to or illustrates your argument. Ask yourself if this needs interpretation—if it doesn’t, don’t use it. Don’t merely repeat what you’ve already said in your explanation
 - d. Interpretation: analyze this quote and help your reader see how it proves your assertion, and thus your thesis
 - e. (more evidence or quotes needed—re-follow b-d)
- III. Second “body” paragraph/third overall paragraph
 - a. Assertion: Clearly establishes the argument of the paragraph. Does not merely make a statement of plot and supports the thesis.
 - b. Explanation: the context of the evidence you’re planning to use—you’re pulling a few sentences out of a few hundred pages, help your reader understand what’s going on
 - c. Citation: use a *great* quote or paraphrase that supports your assertion, adds to or illustrates your argument. Ask yourself if this needs interpretation—if it doesn’t, don’t use it. Don’t merely repeat what you’ve already said in your explanation
 - d. Interpretation: analyze this quote and help your reader see how it proves your assertion, and thus your thesis
 - e. (more evidence or quotes needed—re-follow b-d)
- IV. Third (and probably final) body paragraph
 - a. Assertion: Clearly establishes the argument of the paragraph. Does not merely make a statement of plot and supports the thesis.
 - b. Explanation: the context of the evidence you’re planning to use—you’re pulling a few sentences out of a few hundred pages, help your reader understand what’s going on
 - c. Citation: use a *great* quote or paraphrase that supports your assertion, adds to or illustrates your argument. Ask yourself if this needs interpretation—if it doesn’t, don’t use it. Don’t merely repeat what you’ve already said in your explanation
 - d. Interpretation: analyze this quote and help your reader see how it proves your assertion, and thus your thesis
 - e. (more evidence or quotes needed—re-follow b-d)
- V. Conclusion
 - a. Take your argument, which at this point has been well-developed and well-supported with tons of textual evidence and quotes and give its importance in terms of the purpose and message, and its importance in universal terms. In other words, why should people read this? DO NOT re-tell us what you’ve already told us.

Outlining Format for an “Argument Essay”

Student
Teacher
Class
Date

- I. Introduction/first paragraph
 - a. Interesting lead or hook that is connected to the work, but an aspect that is linked to your essay’s purpose and thesis—do not give a general/hypothetical statement
 - b. Ample summary to inform the audience of your topic
 - c. Smooth transition to the purpose of the essay with a *clear* thesis statement/claim
- II. First “body” paragraph/ second overall paragraph
 - a. Assertion: Clearly establishes the argument of the paragraph. Does not merely make a statement of plot and supports the thesis.
 - b. Explanation: the context of the evidence you’re planning to use—you’re pulling a few sentences out of a few hundred pages, help your reader understand what’s going on
 - c. Citation: use a *great* quote or paraphrase that supports your assertion, adds to or illustrates your argument. Ask yourself if this needs interpretation—if it doesn’t, don’t use it. Don’t merely repeat what you’ve already said in your explanation
 - d. Interpretation: analyze this quote and help your reader see how it proves your assertion, and thus your thesis

Counter Argument:

- e. (more evidence or quotes needed—re-follow b-d)
- III. Second “body” paragraph/third overall paragraph
 - a. Assertion: Clearly establishes the argument of the paragraph. Does not merely make a statement of plot and supports the thesis.
 - b. Explanation: the context of the evidence you’re planning to use—you’re pulling a few sentences out of a few hundred pages, help your reader understand what’s going on
 - c. Citation: use a *great* quote or paraphrase that supports your assertion, adds to or illustrates your argument. Ask yourself if this needs interpretation—if it doesn’t, don’t use it. Don’t merely repeat what you’ve already said in your explanation
 - d. Interpretation: analyze this quote and help your reader see how it proves your assertion, and thus your thesis

Counter Argument:

- e. (more evidence or quotes needed—re-follow b-d)
- IV. Third (and probably final) body paragraph
 - a. Assertion: Clearly establishes the argument of the paragraph. Does not merely make a statement of plot and supports the thesis.
 - b. Explanation: the context of the evidence you’re planning to use—you’re pulling a few sentences out of a few hundred pages, help your reader understand what’s going on
 - c. Citation: use a *great* quote or paraphrase that supports your assertion, adds to or illustrates your argument. Ask yourself if this needs interpretation—if it doesn’t, don’t use it. Don’t merely repeat what you’ve already said in your explanation
 - d. Interpretation: analyze this quote and help your reader see how it proves your assertion, and thus your thesis

Counter Argument:

- e. (more evidence or quotes needed—re-follow b-d)
- V. Conclusion
 - a. Take your argument, which at this point has been well-developed and well-supported with tons of textual evidence and quotes and give its importance in terms of the purpose and message, and its importance in universal terms. In other words, why should people read this? DO NOT re-tell us what you’ve already told us. Be sure to address and fully refute your counter argument.

Appendix C
Editing and Proofreading

Peer Editing Worksheet for Argument or Informative/Explanatory Essay

Author _____

Title of Work _____

Editor _____

1. In your own words, what is my thesis/claim? Of what am I trying to convince you? How do you know? Cite the line from your partner's paper that reveals the claim. Do I mention the author and title?

2. Does my lead catch your interest? Why? Do I also avoid the general/hypothetical question?

3. What are my assertions that prove or support my thesis/claim?

a.

b.

c.

d.

4. Are there any assertions that don't have enough support from the text? Which ones?

5. With what thought does my conclusion leave you? Do I convey the larger significance of my topic?

6. Where is my weak point? Be specific.

7. What is my strong point? Be specific.

8. What are three of your suggestions for improvement?
 - a.

 - b.

 - c.

9. Does my evidence support my thesis/claim (is my evidence sufficient)? Have I convinced you? Why/why not?

10. Have I avoided personal pronouns, contractions, past tense, etc.? Circle each time I've done this.

4. Explain exactly who the narrator is, even if it is me, and what tone or attitude am I conveying. If it changes, please explain.

5. Where is my reflection? Do I clearly establish the significance of the experience? Explain. What life lesson do you get from this essay?

6. Address how well I build toward a particular tone and outcome (is there a sense of mystery, growth or resolution?).

Editing and Proofreading Marks

Use the following symbols when editing written work:

Insert here.	^	<i>them</i> take^home
Insert a comma, semicolon, or colon.	^ , ^ ; ^	Troy^Michigan
Insert a period.	⊙	Mrs.⊙
Insert a hyphen or a dash.	- -	one^third cup
Insert a question mark or an exclamation point.	? !	How about you^?
Capitalize a letter.	/(or) ≡	^T oronto (or) toronto
Make a capital letter lowercase.	/	^h istory
Close up space.	⌒	ball^park
Transpose.	∩	America^!
Delete or replace.	— (or) ∩	<i>cold</i> a hot day (or) a <i>hot</i> day (or) a hot day
Insert an apostrophe or quotation marks.	∇ ∇ ∇ ∇ ∇	Bills ∇ Wow! ∇
Use italics.	_____	<u>Tracker</u>
Insert parentheses.	()	letters^(from A to Z)^

Write Source Daily Language Workouts Grade 10. N.p.: Great Source Education Group, 2011. Print.

Appendix D
Research Materials

Name: _____

Research Paper
Getting Organized

Directions: Fill in the necessary information for each topic below, keeping in mind that you likely won't have a thesis statement at this point. Once you've filled in numbers 1, 2, and 3, you will start to conduct some research.

SAMPLE

Topic: Organic Food

Key words or phrases associated with this topic: gardening, organic, USDA, pesticides

Focusing question: What is the benefit of growing my own produce?

Conduct Research...learning a lot...

Thesis: Growing a home garden is one of the most efficient ways to consume an organic diet.

1. *Topic:*

2. *Key words or phrases associated with this topic:*

3. *Focusing question:*

4. *Thesis:*

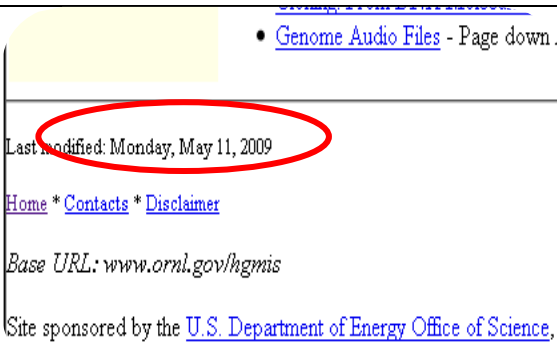
C.A.A.P. Test

Website Evaluation Checklist

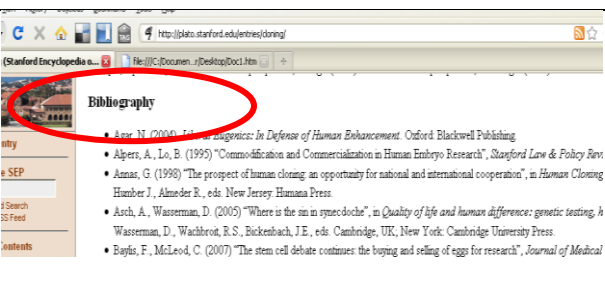
Title of page you are evaluating:

URL of page:

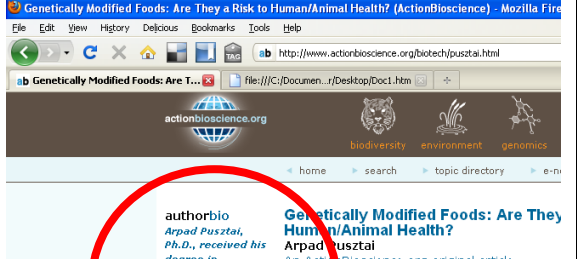
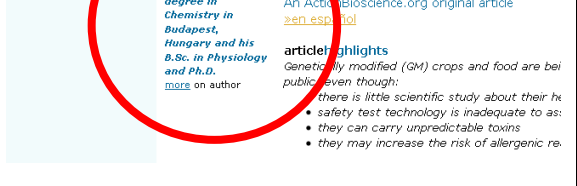
CURRENCY

<p>When was the page written or updated?</p> <p>If no date is given on the page, visit the home page to look for the date.</p>	<p>Date</p> <hr/>	 <p>• Genome Audio Files - Page down.</p> <p>Last Modified: Monday, May 11, 2009</p> <p>Home * Contacts * Disclaimer</p> <p>Base URL: www.ornl.gov/hgmis</p> <p>Site sponsored by the U.S. Department of Energy Office of Science.</p>
<p>Is the information current enough for your topic?</p> <p>Why might the date matter for your topic?</p>	<p>Yes No</p>	

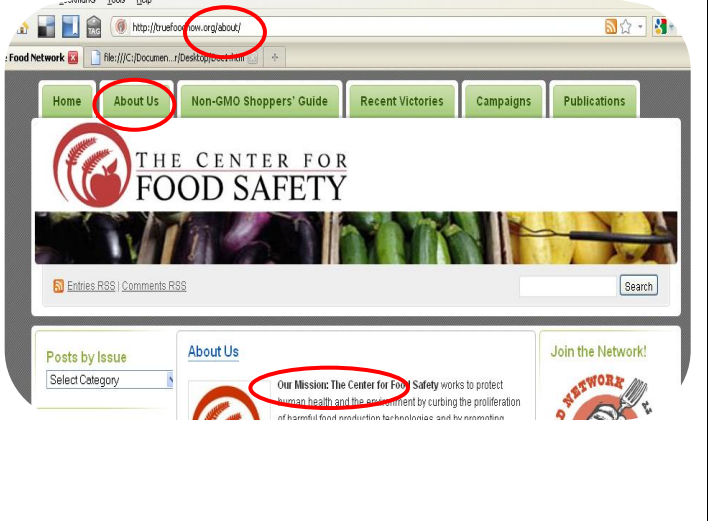
AUTHENTICITY

<p>Are there references given for the information on the site?</p> <p>Look for a bibliography or any list of materials used in the creation of the page.</p>	<p>Yes</p> <p>How many?</p> <p>No</p>	 <p>Bibliography</p> <ul style="list-style-type: none"> • April 11, 2006. <i>Stem Cell Biogenetics: In Defense of Human Enhancement</i>. Oxford: Blackwell Publishing • Alpers, A., Lo, B. (1995) "Clonification and Commercialization in Human Embryo Research", <i>Stanford Law & Policy Rev.</i> • Annas, G. (1998) "The prospect of human cloning: an opportunity for national and international cooperation", in <i>Human Cloning</i>, Hamber J., Alexander R., eds. New Jersey: Humana Press. • Asch, A., Wasserman, D. (2005) "Where is the sin in synecdoche", in <i>Quality of life and human difference: genetic testing</i>, Wasserman, D., Wachbrodt, R.S., Bickenbach, J.E., eds. Cambridge, UK, New York: Cambridge University Press. • Baylis, F., McLeod, C. (2007) "The stem cell debate continues: the buying and selling of eggs for research", <i>Journal of Medical Ethics</i>
<p>Is the content primarily opinion?</p> <p>Is the content biased or balanced? Why might bias matter for your topic?</p>	<p>Yes No</p>	

AUTHORITY

<p>Who wrote the page?</p> <p>If there is no specific author, what is the name of the organization responsible for the site? You may need to visit the home page to find the answer.</p>	<p>Email: _____</p> <p>Name: _____</p>	
<p>Is there evidence that the author or organization is an expert on this subject?</p>	<p>Evidence: _____</p>	

PURPOSE AND POINT OF VIEW

<p>Why was the page put on the web?</p> <p>Are there ads on the site? How do they relate to the topic covered?</p> <p>Example: an ad selling ammunition next to an article about firearm legislation.</p> <p>Is the content primarily opinion?</p>	<p>Information/facts</p> <p>Persuasion</p> <p>Sales tool</p> <p>Other _____</p>	
<p>What is the domain extension?</p> <p>How might this influence the purpose?</p>	<p>.com .edu .mil .org .net .gov</p> <p>Other _____</p>	
<p>Based on the writing style and vocabulary, who is the intended audience?</p>	<p>Children</p> <p>General Public</p> <p>College Students</p> <p>Scholars or professionals</p> <p>Other</p>	

<http://infolit.keene.edu/2011/07/12/c-r-a-p-test-worksheet/>

Appendix E
CCSS Writing Rubrics

6th Grade NMHS Writing Rubric – Argument

(Revised 12.11.13)

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (16 Points)	1 - Blank/Not Addressed (0 Points)
Focus/ Opinion	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an argument/claim/opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an argument/claim/ opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an argument/claim/ opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/ claim/opinion 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs Uses linking words, phrases, and clauses appropriately to connect reasons to argument/ claim/opinion 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Uses some linking words, phrases, or clauses to connect reasons to argument/ claim/opinion but simplistically 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Uses no linking words, phrases, or clauses
Support/ Evidence	<ul style="list-style-type: none"> Supports opinion skillfully with substantial and relevant evidence Provides insightful explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> Supports opinion with sufficient and relevant evidence Provides clear explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> Supports opinion with limited and/or superficial evidence Provides some explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> Does not support opinion with evidence and/or evidence is irrelevant or inaccurate Provides no or inaccurate explanation/analysis of how evidence supports claim(s)
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors obscure meaning Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Uses no academic or domain-specific vocabulary

Criterion	4 - Proficient With Distinction (20 Points)	3 – Proficient (16 Points)	2 - Below Proficient (14 Points)	1 - Substantially Below Proficient (12 Points)	0 - Blank/Not Addressed (0 Points)
Focus/ Claim	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces precise claim(s) in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces reasonable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate transition/linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/ Support	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates or cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or text evidence that may not be credible Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim(s)
Analysis	<ul style="list-style-type: none"> Shows insightful understanding of topic or text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic or text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic or text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited and/or flawed understanding of topic or text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no and/or inaccurate understanding of topic or text Reasoning is missing or does not connect evidence with claim(s)
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Criterion	4 - Proficient With Distinction (20 points)	3 – Proficient (16 Points)	2 - Below Proficient (14 Points)	1 - Substantially Below Proficient (12 Points)	0 - Blank/Not Addressed (0 points)
Focus/ Claim	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful and precise claim(s) in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces reasonable claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few to no linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/ Support	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Seamlessly and effectively integrates and cites credible sources and/or textual evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or textual evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates and cites adequate sources and/or textual evidence Minimally refutes counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or textual evidence that may not be credible Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or textual evidence Fails to acknowledge alternate or opposing claim(s)
Analysis	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited understanding and/or flawed understanding of topic/text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no understanding of topic/text Reasoning is missing or does not connect evidence with claim(s)
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Criterion	4 - Proficient With Distinction (20 points)	3 – Proficient (16 Points)	2 - Below Proficient (14 Points)	1 - Substantially Below Proficient (12 Points)	0 - Blank/Not Addressed (0 points)
Focus/ Claim	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful, precise, and knowledgeable claim(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise, knowledgeable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces reasonable claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Meticulously develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Generally develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few or no linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/ Support	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Seamlessly and effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) Uses specific rhetorical devices to support assertions 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates and cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) Uses some rhetorical devices to support assertions 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or text evidence that may not be credible Acknowledges alternate or opposing claim(s) Uses some rhetorical devices to support assertions with limited success 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim(s) Lacks rhetorical devices to support assertions
Analysis	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows simplistic understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited understanding of topic/text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no understanding of topic/text Reasoning is missing or does not connect evidence with claim(s)
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (16 Points)	1 - Blank/Not Addressed (0 Points)
Focus/ Information	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to all parts of the prompt Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to most parts of the prompt Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Demonstrates little to no understanding of topic/text(s)
Organization	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Logically groups related information into paragraphs or sections, including formatting Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs Groups related information into paragraphs or sections, including formatting (e.g., headings) Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) Uses some simplistic transitions to connect ideas 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Does not group related information together Uses no transitions to connect ideas
Support/ Evidence	<ul style="list-style-type: none"> Skillfully uses relevant and substantial text support from the resources with accuracy Uses credible and varied sources Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Uses relevant and sufficient text support from the resources with accuracy Uses credible sources Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Uses mostly relevant text support but may lack sufficient evidence and/or accurate use Uses mostly credible sources Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> Does not use relevant or sufficient text support from the resources with accuracy Uses few to no credible sources Does not support opinion with facts, details, and/or reasons
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability Utilizes precise and domain-specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors may interfere with the readability Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level conventions, and errors interfere with the readability Does not utilize precise language or domain-specific vocabulary

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (17 Points)	1 - Substantially Below Proficient (15 Points)	0 - Blank/Not Addressed (0 Points)
Focus	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction and previews what is to follow Thoroughly develops topic(s) with relevant body paragraphs Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction and previews what is to follow Develops topic(s) with relevant body paragraphs Provides a conclusion that follows from and supports information or explanation presented Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction and previews what is to follow Superficially develops topic(s) with relevant body paragraphs Provides a conclusion which repetitively or partially follows from and supports information or explanation presented Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow Inadequately develops topic(s) with minimal body paragraphs Provides a sense of closure, but may weakly articulate significance of the topic Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development	<ul style="list-style-type: none"> Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial Effectively integrates and cites credible sources* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient Competently integrates and cites credible sources Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial Ineffectively integrates and cites sources Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic Incorrectly integrates/cites sources Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources Shows no and/or inaccurate understanding of topic or text
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (17 Points)	1 - Substantially Below Proficient (15 Points)	0 - Blank/Not Addressed (0 Points)
Focus	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops complex topic(s) with relevant body paragraphs Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops complex topic(s) with relevant body paragraphs Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops topic(s) with relevant body paragraphs Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops topic(s) with minimal body paragraphs Provides a sense of closure, but may weakly articulate significance of the topic. Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development	<ul style="list-style-type: none"> Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial Effectively integrates and cites credible sources* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources* Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to develop the topic appropriate to audience Ineffectively integrates and cites sources* Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience Incorrectly integrates or cites sources* Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources* Shows no and/or inaccurate understanding of topic or text
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (17 Points)	1 - Substantially Below Proficient (15 Points)	0 - Blank/Not Addressed (0 Points)
Focus	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organization/ Structure	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops complex topic(s) with relevant body paragraphs, building on preceding information Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops topic(s) with relevant body paragraphs, building on preceding information Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops topic(s) with minimal body paragraphs, building on some preceding information Provides a sense of closure, but may weakly articulate significance of the topic. Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Development	<ul style="list-style-type: none"> Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience Effectively integrates and cites credible sources* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to develop the topic appropriate to audience Competently integrates and cites credible sources* Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to develop the topic appropriate to audience Ineffectively integrates and cites sources* Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience Incorrectly integrates or cites sources* Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources* Shows no and/or inaccurate understanding of topic or text
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Competently uses figurative language Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Effectively uses figurative language Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Minimally uses figurative language Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses figurative language Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use figurative language Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

6th Grade NMHS Writing Rubric – Narrative

(Revised 12.11.2013)

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (16 Points)	1 - Blank/Not Addressed (0 Points)
Focus/ Setting	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Engages and orients the reader by establishing a context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Might engage or orient the reader by establishing a context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to engage or orient the reader by establishing a context and does not introduce characters and/or a narrator
Organization/ Plot	<ul style="list-style-type: none"> • Organizes a well-structured event sequence that unfolds logically and naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows and reflects on the narrated experiences or events 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds logically and naturally • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts • Provide a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> • Organizes an event sequence that unfolds naturally but may not be logical • Uses transition words, phrases, and/or clauses to convey sequence • Provides a conclusion that is connected to the narrated experiences or events 	<ul style="list-style-type: none"> • Event sequence unfolds unnaturally and/or illogically • Uses few to no transition words, phrases, and/or clauses to convey sequence • Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques	<ul style="list-style-type: none"> • Creatively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to convey rich experiences and events 	<ul style="list-style-type: none"> • Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> • Uses some limited narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Attempts to use concrete words or phrases, descriptive details, and sensory language 	<ul style="list-style-type: none"> • Uses few or no narrative techniques • Fails to use concrete words or sensory details. Descriptive details, if present, are not concrete.
Language	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice

7th/8th Grade NMHS Writing Rubric – Narrative

(Revised 12.12.13)

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (17 Points)	1 - Substantially Below Proficient (15 Points)	0 - Blank/Not Addressed (0 Points)
Focus/ Exposition	<ul style="list-style-type: none"> The narrative, real or imagined, insightfully addresses all aspects of the prompt Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Expertly introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, competently addresses all aspects of the prompt Engages and orients the reader by establishing a context and point of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, superficially addresses all aspects of the prompt Attempts to engage or orient the reader by establishing a context and point of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, partially addresses aspects of the prompt Might engage or orient the reader by establishing a context and point of view Attempts to introduce a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, minimally addresses some aspect of the prompt Does not engage or orient the reader by establishing a context a point of view Does not introduce a narrator and/or characters
Organi- zation/ Plot	<ul style="list-style-type: none"> Creates a smooth progression of experiences or events Skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> Organizes a clear event sequence that unfolds logically and naturally Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another Provides a conclusion that follows from and reflects on the narrated experiences or events 	<ul style="list-style-type: none"> Organizes an event sequence that unfolds naturally but may not be logical Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> Organizes an event sequence but may not be logical Uses some transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (may be repetitive) Provides a weak conclusion that may not connect to the narrated experiences or events 	<ul style="list-style-type: none"> Event sequence unfolds unnaturally and/or illogically Uses few to no transition words, phrases, and/or clauses to convey sequence or time shifts Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Technique s	<ul style="list-style-type: none"> Skillfully uses a variety of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses concrete words or phrases with limited use of descriptive details and sensory language 	<ul style="list-style-type: none"> Uses few to no narrative techniques Does not use sensory language or descriptive details
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Utilizes vague or basic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice

9th/10th Grade NMHS Writing Rubric – Narrative

(Revised 12.11.13)

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (17 Points)	1 - Substantially Below Proficient (15 Points)	0 - Blank/Not Addressed (0 Points)
Focus/ Exposition	<ul style="list-style-type: none"> The narrative, real or imagined, insightfully addresses all aspects of the prompt Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view Expertly introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, competently addresses all aspects of the prompt Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined superficially addresses all aspects of the prompt Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, partially addresses aspects of the prompt Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Attempts to introduce a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, minimally addresses some aspect of the prompt Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Does not introduce a narrator and/or characters
Organi- zation/ Plot	<ul style="list-style-type: none"> Expertly creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> Experiences and events are somewhat connected Uses techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> Progression of experiences or events may be confusing or disjointed Techniques do not build on one another to create a coherent whole Provides a weak conclusion that may not connect to the narrated experiences or event 	<ul style="list-style-type: none"> Event sequence unfolds illogically Does not use sequencing techniques to create coherence Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Technique s	<ul style="list-style-type: none"> Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses concrete words or phrases with limited use of descriptive details and sensory language 	<ul style="list-style-type: none"> Uses few to no narrative techniques Does not use sensory language or descriptive details
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Utilizes vague or basic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice

11th/12th Grade NMHS Writing Rubric – Narrative

(Revised 12.11.13)

Criterion	4 - Proficient With Distinction (25 Points)	3 – Proficient (20 Points)	2 - Below Proficient (17 Points)	1 - Substantially Below Proficient (15 Points)	0 - Blank/Not Addressed (0 Points)
Focus/ Exposition	<ul style="list-style-type: none"> The narrative, real or imagined, insightfully addresses all aspects of the prompt Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view Expertly introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, competently addresses all aspects of the prompt Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined superficially addresses all aspects of the prompt Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, partially addresses aspects of the prompt Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Attempts to introduce a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, minimally addresses some aspect of the prompt Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Does not introduce a narrator and/or characters
Organization/ Plot	<ul style="list-style-type: none"> Expertly creates a smooth progression of experiences or events Adeptly uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> Experiences and events are somewhat connected Uses a variety techniques to sequence events that build on one another to create a coherent whole or build toward a particular tone or outcome Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> Progression of experiences or events may be confusing or disjointed Techniques do not build on one another to create a coherent whole or build toward a particular tone or outcome Provides a weak conclusion that may not connect to the narrated experiences or event 	<ul style="list-style-type: none"> Event sequence unfolds illogically Does not use sequencing techniques to create coherence or build toward a particular tone or outcome Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques	<ul style="list-style-type: none"> Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses concrete words or phrases with limited use of descriptive details and sensory language 	<ul style="list-style-type: none"> Uses few to no narrative techniques Does not use sensory language or descriptive details
Language	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Utilizes vague or basic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice