 **ELA 10B Problem-Solution Essay – Specific Criteria Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message** | **Central focus**  **on problem maintained** | You provided a thorough explanation of an interesting and complex problem suitable for the intended audience and purpose. Your essay was clearly developed around this problem, which was established in the very beginning. | Your overall message focused on a problem important to you. You clearly stated your problem immediately and maintained your focus throughout. | With some help, you were able to mostly maintain your focus on your chosen problem throughout your essay. Think about looking at a common problem from a slightly different perspective, so when you explore it, there are elements of the unexpected for the reader. | You are having trouble focusing on a problem in your essay. Are you writing about a problem that is meaningful to you? Did you spend enough time in the “before” stage, exploring aspects of this problem and possible solutions? |
| **Solutions/ suggestions proposed** | You showed careful consideration of all aspects of the problem and offered compelling and varied solutions. Your tone was clearly developed to encourage trust in the person seeking help. | You included appropriate solutions or suggestions to the problem. You began, continued and ended with a courteous tone. | With some help, you developed solutions to your proposed problem. Work on developing and refining some of your solutions. Try thinking outside the box a little. How would different people solve the same problem? How does your tone impact the reader? | You are having trouble presenting solutions that are reasonable and varied. Spending more time before writing establishing possible solutions will help the overall development of your essay. |
| **Analyzes problem thoroughly (parts, causes, facts, reasons)** | You clearly established the perfect balance between giving enough information about the problem to engage and inform readers while not dwelling on it for too long. Your readers clearly understood why this problem might be meaningful to them in certain situations. | Your essay demonstrated the ability to analyze a problem thoroughly and adequately to engage the readers. You explained the problem’s parts, history and causes. | With help, you demonstrated some ability to analyze a problem. Continue to think about all parts of the problem, what may have caused the problem, and facts and reasons involved. | You had trouble analyzing the problem. What is the relationship between the problem and possible solutions? Who does this problem affect and why could it happen? Spend more time before writing, thinking about the problem. |
| **Organization** | **Cite current and reliable sources** | You gather current and reliable information from multiple electronic and non-electronic sources. There is a comprehensive citation list that is thorough and well organized. | You gather current and reliable information from multiple electronic and non-electronic sources and cited properly. | You gather information from limited electronic and non-electronic sources. Errors in citing authors and sources are evident. More time could be spent practicing citing sources. | You are finding citing resources challenging. Make sure to cite resources immediately after reading or viewing them by using an online citation maker:  <http://old.oslis.org/MLACitations/elementary/index.php> |
| **Well-explained and justifiable conclusion** | Your essay left the reader with a clear sense of the options available and the most preferred solution for a positive outcome. | Your essay contained a well-explained and justifiable conclusion. You ended effectively, explaining what you would like to see done. | Your essay contained a conclusion that was mostly explained and justifiable. The solution you were most strongly attached to was not entirely clear. Spend more time developing the conclusion to leave the reader with a sense of clarity. | You had trouble ending your essay. Remember that you want to leave readers with clarity about how to proceed, when faced with your chosen problem. Look at examples of concluding paragraphs, written by others. |

**General Writing Criteria**

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| **Message/ Meaning** | **Strong, focused message** | Your message is clearly on one topic with a strong message that is engaging and suspenseful. You clearly leave no room for doubt as to your purpose for writing. | You independently represent a clear central message. Your purpose for writing is clearly expressed. | With help your message is mostly clear and on topic. Spend a little more time in the pre-writing stage, developing your message and working on clearly expressing your message and why you are writing. | Even with help you struggle to present a message that is clear and on topic. Always keep your main idea in mind and build onto it. Really think about what you want to say before you begin to write. Map out your ideas in the “before” stage. |
| **Style and voice appropriate to audience and purpose** | The style and voice of your text was carefully considered and developed to engage your intended audience and purpose. | The style and voice of your text suit your intended audience and purpose. | With help you create a text with a style and voice that suit your intended audience and purpose. Working on making these decisions on your own. | With much help you create a text with a style and voice that somewhat suits your intended audience and purpose. As you work on your writing, check with others to be sure it is making sense. |
| **Organization and Coherence** | **Focused beginning and logical and appropriate organization** | The body of your message is powerfully logical and coherent. Through its organization, it weaves the message in a compelling way. | The body of your message is logically and coherently organized. You have presented a clear beginning, middle and end. | You needed help to organize the body of your message in a logical and coherent way. This work needs to be done in the “before” and “during” stage of writing. | You are having trouble organizing the body of your message in a logical and coherent way. Use your planning tool to help you organize better. How can you tell the reader what your message is early on and continue to develop it throughout? |
| **Relevant, logical details to support message, and suited to audience and purpose** | You have shared engaging and thorough details to support your message. Audience and purpose were clearly part of your writing process. | You independently use relevant, logical details to support your message, which are suited to your intended audience and purpose. | With help, you provided some details to support your message. How can you build on your ideas to make your narrative be more substantial? | You are having trouble providing enough details to support your message. Consider your audience and purpose. How can you give substance to your story? Spend more time in the pre-writing stage. |
| **Justifiable conclusions** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion strongly sums up and brings closure to your message. | With help, your conclusion mostly sums up and brings closure to your message. How can you end your speech in a way that helps your listeners to understand your message? | You are having trouble summing up your message. Spend more time planning all parts of your message. What ideas do you want to leave your listeners with, in the end? |
| **Language choice and conventions** | **Smooth transitions** | Your topic flows eloquently from one part to the next enhancing the overall enjoyment of the text. You took some risks, trying new transitions. | Your writing smoothly flows from one part to the next. You effectively use transitional words and phrases. | With help you create basic transitions from one part of your writing to the next. How can you take some risks and try some new transitions? | You are having trouble creating a flow from one part of your writing to the next. Include your plans for transition in your map. Explore ways to move from one idea to the next. |
| **Other cues and conventions attended to (syntactic, semantic, lexical, graphophonic, etc.)** | You intuitively use language choices that add richness, power and clarity to your message. You have taken risks and tried new things! | Your language choices are suitable to your message. You have used language effectively to deliver your point of view. | With help you choose some language that is suitable to your message. Explore new ways to express ideas. Spend time before writing exploring words and phrases that are persuasive. | You are having trouble choosing language that is suitable to your message. Think about how you can make choices for the best communication. Spend time exploring examples of persuasive writing to get ideas. |
| **Effectively uses techniques (flashback, hyperbole, allegory, figurative language, etc.)** | You creatively use multiple techniques to enhance meaning in your message and make your point of view highly engaging and interesting to read. | You effectively use techniques to add meaning to your message and engage your audience in your point of view. | With help you use basic techniques to add meaning to your message. How can you deliver your message using a variety of techniques? Explore new ways to express your ideas. | You need much help to you use techniques to add meaning to your message. Use your planning tool to help you include some techniques that will help others understand your intended meaning. Explore the techniques available. |

Feedback: