 **ELA 20 Research 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** | **Summarizes a range of arguments** | You have outstandingly paraphrased and summarized a wide range of arguments. It is clear you have ensured you understand multiple perspectives on your topic and this has helped you to refine your own message. | You have paraphrased and summarized a range of arguments. You present more than one perspective on your topic. | You have begun to explore more than one perspective on your topic but could explore the ideas of other viewpoints more fully. Why would people feel differently about your topic? Where can you look for more in depth information? | You are having trouble summarizing a range of arguments. Remember, looking at a topic from multiple perspectives can help you to make your own message clearer and stronger. Brainstorm reasons why perspectives might be different about your chosen topic. Talk to others to get ideas. |
| **Organization** | **Variety of sources** | You use a rich variety of relevant and reliable sources that strongly support your thesis or claim and confidently and accurately cite them within your message using a standard format. | You independently use and accurately cite a variety of current reliable sources that clearly support your thesis or claim, using a standard format. | With help you use and accurately cite some current reliable sources. Would a graphic organizer help you do this more independently? Be sure you have enough information to support your thesis or claim. | You are having trouble using and accurately citing some current reliable sources to support your thesis or claim. Use a graphic organizer and keep track as you go! Be clear about the format you need to use. |

**General Writing Criteria**

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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/ Meaning** | **Strong, focused message** | Your message is clearly on one topic with a strong message that is engaging and suspenseful. | You independently represent a clear central message. | With help your message is mostly clear and on topic. Spend a little more time in the pre-writing stage, developing your message | 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. |
| **Style and voice** | 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. |
| **Relevant, logical details** | You have shared engaging and thorough details to support your message. Your details create a strong sense of unity and coherence. You carefully choose which details to share in order to support your message and create emphasis that is engaging. | You independently use relevant, logical details to support your message, which are suited to your intended audience and purpose. Your details have supported unity, coherence and appropriate emphasis. | With help, you provided some details to support your message. How can you build on your ideas to make your writing be more substantial? How can you ensure that your details are related to support unity and coherence, while still placing emphasis on important aspects of your writing? Keep investigating all sides of your chosen topic. | You are having trouble providing enough details to support your message. Consider your audience and purpose. How can you give substance to your story? How can all your details work together to support your message? What are the most important parts? How can you provide more than one side of an issue? Spend more time in the pre-writing stage. |
| **Use of rhetorical devices (ambiguity, contradiction, paradox, irony, incongruity, overstatement, understatement)** | You are able to make skillful use of multiple rhetorical devices in order to achieve an engaging effect that suits the audience and purpose. You can explain why you made the decisions you did as it relates to your message. | You are able to make skillful use of rhetorical devices in your writing in order to achieve a desired effect. | With help, you can make use of rhetorical devices in your writing. Continue to look for ways to use rhetorical devices without sacrificing any aspect of your message. How can they be used with the greatest impact? Which works best when? | You are having trouble using rhetorical devices in your writing. Be sure that you know what rhetorical devices are. Look for examples in writing by other people. What impact do they have on you as a reader? How could you use them in your message? |
| **Organization and Coherence** | **Logical and effective structures** | The organization of your writing enhances the desired effect on your audience, and clarifies the purpose and context of your creation. You have taken some risks to enhance impact. | Your writing is clearly organized in a manner that is logical to its audience, purpose and context. | With help you create a written piece that is somewhat organized to suit audience, purpose and context. Review that ways this genre of writing could be organized. | You are having trouble creating writing that is organized to suit its audience, purpose and context. Use a visual organizer to help you plan your writing early on. |
| **Engaging introduction** | You introduced the topic in an informative and highly engaging way. Your audience wanted to read more! | You introduced the main idea of your topic in a correctly constructed way. Your audience knew what was going to happen in your writing. | You needed help in deciding how to introduce your topic. Before you begin to construct your writing, think about what you really want to say and how to say it in an interesting way. | You had some trouble introducing your topic and engaging your audience. What is your message? Who is your audience? How can you hook your audience? |
| **Valid and justifiable conclusion** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion is valid and justifiable and brings closure to your message. | With help, your conclusion is mostly valid and justifiable and brings closure to your message. How can you end your writing in a way that helps your readers to understand your message completely? | 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 readers with, in the end? How do you want them to think about your message? |
| **Language choice and conventions** | **Other cues and conventions** | Your syntax is varied and polished and your word choices show style and efficiency. Any exceptions to standard usage are used for stylistic effect. Your text adheres to accepted standards of spelling, punctuation, and capitalization. Any errors are a result of risk taking. | Your syntax is effective, with some variety in length or structure. Your common sentence constructions are correct. The words you use to describe are clear but somewhat generalized. Your spelling, punctuation, and capitalization are generally correct. Your ideas are clear despite any mechanical errors. | Any uncomplicated sentence structures are usually clear, but your attempts at more complicated structures result in awkwardness and/or obscured meaning. The word choice you used to describe is sometime vague or overused. You needed some help with aspects of syntax and mechanics. Where can you go for help with this? How can you expand on your word choices? | You are having trouble with language cues and conventions. Your sentences are incomplete, run-on, or simple in structure. What tools do you have to improve word choice? What will help with creating effective sentence structure? Where can you go for help with mechanics? |

Feedback: