**ELA A30 General Writing 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/Meaning** | **Clear and consistent thesis**  | Your message is clearly and consistently on one topic with a thesis message that resonates with the audience and aligns clearly with the purpose. | You independently and clearly write about a central, strong thesis. |  With help your message is mostly clear and on topic. Spend time in the pre-writing stage, developing your focus fully. Review your purpose and audience. | Even with help you struggle to present a thesis that is strong and central. Always keep your main idea in mind and build onto it. Your pre-writing should focus on this. Establish your audience and purpose before beginning. |
| **Details** | Your composition demonstrates a deep understanding of topic and this emerges through engaging and comprehensive details about the place and time as it relates to your intended purpose. You have approached detail support creatively, through both words and graphic or illustrations. | Your composition demonstrates a clear understanding of the purpose and contains relevant details to support this purpose. You have an accurate representation of multiple aspects of your topic in both writing and visually. | Your composition demonstrates a basic or uneven understanding of the topic. You needed support fleshing out details. What details could make your essay even stronger? Where can you go for additional information? How can you present your information? | You are having trouble showing a clear understanding of your intended topic. Who is the person you are focusing on? What details are important? When did it take place? Where? What events are essential? Where can you go to find this information? How can you make sure your information is accurate? |
| **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 writing that is somewhat organized to suit audience, purpose and context. Review that ways your text form 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. Explore ways your chosen text form can be organized by looking at examples. |
| **Valid and justifiable conclusion** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion strongly and coherently 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? |
| **Style and Language Choices** | **Skillful use of rhetorical devices** | 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 speech in order to achieve a desired effect. | With help, you can make use of rhetorical devices in your speech. 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 speech. Be sure that you know what rhetorical devices are. Look for examples in speeches by other people. What impact do they have on you as a listener? How could you use them in your message? |

Rhetorical devices: ambiguity, contradiction, paradox, irony, incongruity, overstatement, understatement

**Feedback:**