**ELA B30 Critique of author’s style 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** | **Strong, focused thesis** | Your message is clearly on one topic with a strong message that is engaging and informative. You focus on the elements being analyzed, engaging each thoughtfully and thoroughly. Your thesis statement is highly engaging and considers your audience and purpose. | You independently introduce and stay focused on the elements being analyzed. You represent a clear central message through a strong thesis statement that attends to audience and purpose. | With help your message is mostly clear and on topic. Spend a little more time in the pre-writing stage, developing your message so you can stay focused on the elements being analyzed. Be clear about your audience and purpose. | Even with help you struggle to present a message and thesis statement that are clear and on topic. Always keep your main idea in mind and build onto it. Outline the elements being analyzed, so you can focus your message. Clarify the purpose of a thesis statement and your audience and purpose. |
| **Analyze author’s treatment of subject** | You are able to analyze the author’s treatment of the subject and compare it to other texts we have studied. You can identify strengths and weaknesses with the author’s approach. | You are able to analyze the author’s treatment of the subject (specific, concrete, direct, general, abstract, philosophical). You support your ideas with examples from the text. | You are able to identify some aspects of the author’s treatment of the subject. Work on supporting your ideas fully with examples from the text. That way your ideas will be more fully developed. | You are having trouble analyzing the author’s treatment of the subject. What does it mean to analyze? How do we identify when a text is concrete or abstract? General or specific? |
| **Analyze form** | You can analyze and assess the effectiveness of the form chosen to express ideas. You consider multiple aspects of the text, how they work together and can reflect on how the effect would be different if different choices had been made. | You can analyze the form chosen to express ideas. You consider tone, point of view, organization, sentence structures, diction, images and symbols, and rhetorical devices. You support your ideas with evidence from the text. | You can mostly analyze the form chosen to express ideas. Consider all aspects of the text and how they work together to create a message. Examine tone, point of view, organization, sentence structures, diction, images and symbols, and rhetorical devices. | You are having trouble analyzing the form of the text. Be sure to review the following terms: tone, point of view, organization, sentence structures, diction, images and symbols, and rhetorical devices. These are the components you will need to consider. |
| **Identify style** | You are able to identify the writer’s overall, distinctive approach or “style”. You can analyze how this style impacts multiple aspects of the text, providing insightful details to support your analysis. | Following an examination of all the parts of the text in question, you are able to identify the writer’s overall, distinctive approach or “style”. You provide support for your ideas. | You are able to identify some aspects of the writer’s style. Work on supporting your ideas fully. | You are having trouble identifying the author’s overall style. Think about the ways you might be able to recognize this author’s work. How do they write in unique ways? |

Tone: informal, conversational, professional, critical, satirical, amused, encouraging, pensive

Point of view: first person, third person

Diction: formal, informal, colloquial, technical

**General Writing**

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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 and context. | You independently and clearly write about a central, strong thesis That addresses audience needs, a clear purpose and the context. | With help your message is mostly clear and on topic. Spend time in the pre-writing stage, developing your thesis fully. Review your purpose, context 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, context and purpose before beginning. |
| **Facts, details, supporting information and evidence** | Your composition demonstrates a deep understanding of topic and this emerges through engaging and comprehensive details, facts and evidence 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 facts, details and evidence to support this purpose. You have an accurate representation of multiple aspects of your topic in both writing and visually when appropriate. | 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 with form and structures to enhance impact. | Your writing is clearly organized in a manner that is logical to its audience, purpose and context. You have attended to appropriate form and structures. | With help you create writing that is somewhat organized to suit audience, purpose and context. Review that ways your text form could be organized. What are forms and structures you could use? | 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 readers 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 writing in a way that helps your readers 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 readers 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 they relate 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? |

**Feedback:**