

## Grades 9-12 Academic Writing Guide for Determining Instructional Decisions

		<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Approaching Standards</b>	<b>Below Standards</b>
<b>Ideas and Organization</b>	<b>Opener/Intro</b>	Paper contains an opener that arouses interest, effectively frames the topic, and effectively organizes the essay.	Paper contains an opener that arouses interest and addresses the topic and contains necessary material to organize the essay.	Paper attempts an opener that addresses the topic and contains material that loosely organizes the essay.	Not in evidence or entirely incorrect.
	<b>Thesis Statement</b>	Paper contains an appropriately placed clear statement of purpose that responds to the prompt of the task concisely and purposefully.	Paper contains an appropriately placed single statement of purpose that responds to the prompt or task.	Paper contains a statement of purpose that responds to the prompt or task.	Not in evidence or entirely incorrect.
	<b>Organization of Essay</b>	The body of the essay is intentionally and effectively presented in a purposeful, unified, coherent order with a fluent use of transitions between paragraphs and ideas.	The body of the essay is presented in a purposeful, unified, coherent order with transitions between paragraphs.	The body of the essay may contain topic sentences in most paragraphs, but is not easy to read, needs cohesion, and/or often lacks transitions.	The body of the essay is difficult to read because of poor organization, lack of topic sentences, and/or lack of transitions.
	<b>Organization &amp; Development of Paragraphs</b>	Each supporting paragraph contains an effective topic sentence, comprehensive and focused development, clear expression of ideas, and fluent use of transitions within paragraphs.	Each supporting paragraph contains a relevant topic sentence, adequate and unified development, coherent expression of ideas, and usage of transitions within paragraphs.	Paragraphs need a better connection between main ideas and supporting details, and a better sense of organization. Supporting paragraphs have relevance to the prompt, but ideas need elaboration. Transitions are used in a basic manner.	The paragraphs do not support the thesis. Paragraphs need evidence, organization, coherent ideas, and/or transitions.
	<b>Conclusion</b>	Conclusion effectively restates the thesis, contains an insightful reflection of the content, and a strong closing remark.	Conclusion contains a restated thesis, a relevant reflection of the content, and an appropriate closing remark.	Conclusion contains a restated thesis but is awkward and should better reflect the content. There may be an appropriate or weak closing remark.	Conclusion needs to restate thesis and/or reflect the content. Closing remark needs improvement.
	<b>Evidence &amp; Research</b>	Evidence, research, or supporting detail is specific, relevant, and thorough and presented in an insightful manner.	Evidence, research, or supporting detail is relevant and sufficient and presented in a thoughtful manner.	Evidence, research, or supporting detail support the topic; evidence should be more relevant or better developed.	Evidence, research, or supporting detail should be more complete or more relevant.
<b>Voice &amp; Word Choice</b>	Author exhibits an effective and insightful academic point of view and a skillful use of words.	Author maintains an appropriate academic point of view, word choice, and word usage.	Author makes minor errors in point of view, word choice, and word usage that do not hinder the effectiveness of the essay.	Author makes major or excessive errors in point of view, word choice, and/or word usage that hinder the effectiveness of the essay.	
<b>Presentation</b>	Documentation and format follow MLA style flawlessly.	Documentation and format follow correct MLA style with minor flaws.	Documentation and format follow MLA with significant flaws that do not affect the credibility to the essay.	Documentation may hinder the credibility of the paper. MLA format needs to be followed more closely.	
<b>Conventions &amp; Sentence Fluency</b>	Few/no errors are made.	Noticeable mistakes may be present but do not interfere with the understanding of the author's intended purpose.	Numerous mistakes are present but do not interfere with the understanding of the author's intended purpose.	Mistakes are present that interfere with the understanding of the author's intended purpose.	
<b>Audience &amp; Purpose</b>	Entire paper effectively addresses its intended audience and purpose.	Entire paper addresses its intended audience and purpose.	Paper has some interesting parts, but audience interest is not uniformly maintained and/or purpose is not always clear.	Paper needs to deliberately consider audience or purpose.	

