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| Notes:  • Focus should be on craft, not product  • Expectations will differ by grade-level  • **Language in** Criteria for Evaluating Writing  (below) **may vary by content area** | Narrative  Techniques | Informative/Explanatory  Techniques | | Opinion K-5  Argument 6-12  Techniques |
| **KDE Criteria for Evaluating Writing** |  | | | |
| Communicating with an Audience  through Purpose/Focus   Establishes and maintains an authentic purpose   Addresses an appropriate audience   Establishes and maintains an awareness of audience needs | • Demonstrates audience awareness by establishing the context and maintaining a clear, narrowed, and authentic purpose  • Engages the audience by employing a variety of techniques (e. g. dialogue, description, anecdote, rhetorical question, surprising fact, quotation, etc.)  • Conveys the significance and complexities of the experience, either explicitly or implicitly, whether real or imagined | | • Establishes main idea(s) and focused/ narrowed purpose  • Indicates awareness of audience's needs by providing relevant background & contextual information (why the information is now important to know and understand)  • Communicates purpose (of informing or explaining) responding to the anticipated needs of the audience by providing accurate, relevant, credible and sourced supporting details | •Establishes focused/narrowed purpose by introducing a(n) opinion/claim that is both specific and that reveals the direction of the argument; maintains focus throughout  •Indicates awareness of audience’s needs by providing relevant background; anticipating audience’s knowledge level and concerns  •Communicates purpose, responds to the anticipated needs of the audience: providing factual evidence, explaining how and why the evidence supports/refutes the claim using accurate, relevant, credible, sourced supporting details, and acknowledging/ refuting counterclaims |
| Communicating with an Audience  through Idea Development   Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose   Elaborates ideas with details, support & examples specifically relevant to the audience and purpose   Applies characteristics of the mode  Analyzes evidence for accuracy (when applicable)  Maintains controlling idea | • Develops ideas that convey insight about the experience or event  • Uses effective examples and sensory details (if appropriate), illustrates and recreates the experience for the audience  • Uses narrative techniques to develop ideas, experiences, events or characters (e.g. dialogue, pacing, description, sensory details, description of setting, description of character's actions, thoughts, feelings, etc.) | | •Provides a thoughtful and insightful explanation of the subject by examining the topic/issue as a whole and by identifying and discussing significant parts of the subject  •Develops ideas with specific details and examples to support understanding using relevant, reliable/ credible and accurate evidence (e.g. research, data sets, primary/secondary sources)  •Uses a variety of approaches for  idea development (e.g., analysis,  evaluation, narration/narrative techniques, specific facts, quotes, examples, descriptions, graphics) to provide explanation of ideas  and concepts | •Demonstrates depth of idea development by using accurate facts, details and examples to support opinions/argument  •Supports opinions/claims with relevant, reliable/credible, and accurate evidence (e.g. research, data sets, primary/ secondary sources)  •Uses a variety of approaches to develop ideas (e.g., analysis, evaluation, narration/narrative techniques, specific facts, quotes) to support the opinion/argument  Adapted by JCPS Writing Task Force  June 2013 |

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| Communicating with an Audience  through Structure   Demonstrates coherent and effective text structure in relation to the purpose   Includes a logical progression of ideas  Uses effective introduction (engages reader) and conclusion   Maintains coherence within and between paragraphs   Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments   Maintains control of sentence structure   Varies sentence structure | •Organizes events in logical order (chronological, flashback, beginning at the end, etc.) in relation to the purpose  •Includes an introduction that engages the audience and connects to the purpose; provides context to meet the needs of the audience  • Provides a conclusion that follows from and reflects on the narrated experience or events  •Uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events  • Sentence structure may include fragments, non-standard English, and dialect to develop voice and character | •Organizes text in logical order (e.g. naming/listing, problem/solution, reason/explanation, compare/contrast, cause/effect, process description, summarization, description, definition, classification, chronology) in relation to the purpose  •Includes an introduction that engages the audience and connects to the purpose; provides context to meet the needs of the audience  • Writes a concluding statement or section that follows from and supports the information or explanation presented; reflects on topic and may include ideas for further consideration  •Links ideas within and across categories of information using transitional words, phrases, and clauses (e.g., words such as *in contrast*, *especially*; text features such as subheadings) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments  • Consistent use of controlled, varied sentence structure | • Organizes text in a logical order  (e.g. **Rogerian** [intro., context, writer's position, benefits to opponent], **Aristotelian** [intro., presentation of evidence, acknowledgement  of merits of opposing view, refutation of opposing view, conclusion] or **Toulmin**  [introd., data/evidence in support of argument, exploration of warrants, offering of factual backing for warrant, discussion of counterarguments and rebuttal, conclusion]  • Includes an introduction that engages the audience and connects to the purpose; provides context to meet the audiences' needs and introduces a claim that is both specific and reveals direction of argument  • Writes a concluding statement or section that follows from or supports the argument ; reflects on issue and may include ideas for further consideration  •Links ideas within and across categories of information using transitional words, phrases, and clauses (e.g*., in contrast, especially*) to guide the reader through the text and clarify the relationship of ideas or opinions/arguments  • May use limited, non-standard sentence structure for effect (shock, humor, emphasis, etc.) |
| Communicating with an Audience  through Language & Conventions   Selects and maintains word choices to communicate effectively with audience   Employs voice and tone appropriate for audience and purpose   Communicates with audience effectively, applying correct grammar, usage and mechanics  Appropriate citation of sources (when applicable) | •Uses specific concrete words and phrases and sensory details to convey experiences and events clearly and imaginatively  •Employs voice and tone appropriate for the audience, purpose and form  •May use informal language in dialogue or narration to develop character, mood, and/or tone | •Uses precise language and domain-specific/content vocabulary to accurately inform about or explain the topic  • Establishes and maintains a style and tone appropriate to audience, purpose, and form | •Uses words, phrases, and clauses to clarify the relationships among opinions(s)/claim(s), reasons, and evidence  • Uses topic/content vocabulary accurately and appropriately  • Establishes and maintains a style and tone appropriate to audience, purpose, and form  Adapted by JCPS Writing Task Force  June 2013 |

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