

Rigorous Learning Goal/Scale (Writing)

Course:	
Score 4 Additional success with complex content and concepts.	In addition to score 3.0 performance, the student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences. The student will seek out real-world avenues for writing outside of classroom requirements and bring reports of experiences and learning back to the classroom.
Score 3 (Target Goal) Mastery of complex content and concepts.	The student will learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects he/she is studying, and conveying real and imagined experiences and events. He/she will learn to communicate clearly and adapt writing for purpose (including documented research) and audience. The student will: <ul style="list-style-type: none"> • Write for a range of text types and purposes including arguments, informative/explanatory, persuasive, and narrative/creative in a well-reasoned, well-organized, and well-supported manner. • Produce clear, coherent writing appropriate to task and audience by practicing the process -- develop and strengthen writing by planning, writing, revising, editing, and re-writing. • Use technology to produce and publish writing and to collaborate with others. • Conduct short and sustained research projects by conceptualizing an idea, understanding the subject, gathering relevant information from reliable sources, documenting the sources (avoiding plagiarism), and publishing/sharing results. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.
Score 2	The student will recognize or recall some vocabulary and features of competent, clear, and accurate features of writing such as: <i>anticipate, argument, audience, bias, character, citation, claim/thesis, clarify, clause, cohesion, conclusion, convention, counterclaim, craft, description, detail, dialogue, discipline, documentation, engage, expository, evidence, fair, formal style, informational, internet/publish, introduce, limitation, link, logical, narrative, narrator, notes, opposing, organization, pacing, persuasion, phrase, plot line, point of view, purpose, reasoning, reflection, relationship, relevant, resolution, revise/edit, sequence, setting, significance, strength, support, source, syntax, technique, thorough, text, tone, topic, valid, verse, vivid</i> The student will perform basic processes such as: <ul style="list-style-type: none"> • Organize and synthesize ideas and information collected from more than one source • Create and revise a thesis/claim • Describe the use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plotlines, and techniques to sequence events and build toward a particular tone and outcome. • Describe the task, purpose, and audience for a given writing task • Plan writing using a teacher-provided planning template or graphic organizer • Revise and edit writing based on teacher and peer feedback • Evaluate selected information with a teacher-provided template or process • Use a teacher-provided template or process to gather information
Score 1	With scaffolding, the student will write in response to direct prompts and instructions from the teacher.
Score 0	Even with help, the student does not write or cannot organize or effectively develop what he/she writes.

****Sources: Adapted from CCSS Anchor Standards, Marzano Research: Proficiency Scale Bank, & EHS Curriculum Maps (Rev. 1/26/2015)**