

### SECTION III: PERSUASIVE WRITING IN CONTEXT ASSIGNMENT: 0-2

Name \_\_\_\_\_

Mark \_\_\_\_\_ / 30 = \_\_\_\_\_ %

Comments: \_\_\_\_\_

#### THOUGHT AND SUPPORT

- When marking **Thought and Support**, the marker should consider
- how effectively the student has addressed the **significance** and **complexity** of the issue
  - the **persuasiveness** and **consistency** of the argument(s) presented
  - how well the supporting evidence is **integrated, synthesized, and/or developed** to support the student's arguments
  - awareness of **audience** and the effectiveness of **voice**

- E** A perceptive and thorough understanding of the issue is demonstrated. The argument(s) are adept and convincing. Support is well defined and purposefully chosen to reinforce the student's ideas in a deliberate and judicious way. The voice is confident.
- Pf** A thoughtful and competent understanding of the issue is demonstrated. The argument(s) are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student's ideas in a logical and clear way. The voice is competent.
- S** A sufficient but generalized understanding of the issue is demonstrated. The student's arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.
- L** A superficial, incomplete, and/or confused understanding of the issue is demonstrated. The student's arguments are oversimplified and/or inconsistent. Support is unclear, contradictory, inappropriate, or merely a repetition of what is provided in the examination. The voice is uncertain or unclear.
- P** An inaccurate or minimal understanding of the issue is demonstrated. The student's arguments are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, over generalized, or absent. The voice is ineffective or inappropriate.

\_\_\_\_\_ x 4 = \_\_\_\_\_ / 20

#### WRITING SKILLS

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- syntax
- diction
- grammar
- mechanics

**Consider the proportion of error in terms of the complexity and length of the response.**

- E** The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.
- Pf** The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.
- S** The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.
- L** The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.
- P** The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.

\_\_\_\_\_ x 2 = \_\_\_\_\_ / 10