

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. A precise awareness of audience is effectively sustained.
- 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. Awareness of audience is sustained.
- S** A sufficient but generalized understanding of the issue is demonstrated. The argument(s) are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. Awareness of audience is generally sustained.
- L** An incomplete, vague, or confused understanding of the issue is demonstrated. The argument(s) are oversimplified and/or inconsistent. Support is superficial, unclear, contradictory, inappropriate, or merely a restatement of what is provided in the examination. Awareness of audience may be apparent but is not sustained.
- P** An inaccurate or minimal understanding of the issue is demonstrated. The argument(s) are of questionable logic or are unrelated to the issue under discussion. Support is irrelevant, overgeneralized, or lacking. Little awareness of audience is apparent.

_____ 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