

Grades 9 & 10 Scoring Guide For Writing Standard 2.3 -- Expository Analytical/Research Report

	4	3	2	1
Thesis	<i>Authoritatively</i> marshalls evidence in support of a thesis and related claims using suitable research methods. Conveys <i>precise</i> and <i>discerning</i> information from primary and secondary sources on all relevant perspectives.	<i>Competently</i> marshalls evidence in support of a thesis and related claims using suitable research methods. <i>Accurately</i> and <i>coherently</i> conveys information from primary and secondary sources from more than one perspective.	<i>Minimally</i> marshalls evidence using research methods. The reader may have to infer the thesis and/or claims. Information may be taken from primary and/or secondary sources and may provide more than one perspective.	Fails to marshal evidence using research methods. May provide a <i>significantly incomplete thesis</i> , if any. May instead provide a general, vague, or superficial statement of the subject.
Evidence	Offers <i>thoughtful analysis</i> . Synthesizes <i>specific</i> evidence from <i>multiple</i> sources with <i>uncommon depth</i> of understanding. Identifies complexities / discrepancies in the information and the different perspectives found. Makes distinctions between the relative value and significance of specific data, facts, and ideas. <i>Insightful</i> commentary draws a connection between major points and their relationship to the thesis. <i>Convincingly</i> anticipates and addresses readers' potential misunderstandings, biases, and expectations.	Shows a <i>comprehensive grasp</i> of a <i>predictable</i> and/or <i>expected</i> thesis. Cites <i>general</i> evidence from multiple sources and identifies some complexities and/or discrepancies in the information and the different perspectives found. Makes <i>some</i> distinctions between the relative value and significance of specific data, facts, and ideas. Provides <i>some</i> commentary to connect major points with the thesis. Anticipates and addresses <i>some</i> of the readers' potential misunderstandings, expectations, and biases.	Shows a <i>limited grasp</i> of the subject. Shows little or no awareness of complexities and/or discrepancies in the information found or in differing perspectives. Makes little or no distinction between relative value and significance of evidence cited. May offer little or no specific evidence OR may employ substantial copying of researched material with little or no supporting commentary. May attempt to address some of the readers' potential misunderstandings, biases, and expectations.	If a central thesis is given, shows little, if any, grasp if it. Provides little or <i>no evidence</i> OR may rely on <i>substantially copied information</i> with no accompanying analysis. Does <i>not</i> address the readers' potential biases, expectations, and misunderstandings.
Organization	Clearly addresses <i>all</i> parts of the writing task and shows a clear understanding of the purpose. Maintains a consistent point of view, focus, and purposeful organizational structure. <i>Smoothly</i> integrates quotations and citations into a written text while maintaining the flow of ideas. <i>Effectively balances</i> researched information and original commentary. Employs advanced publishing software and graphic programs to organize and record information on charts, maps, and graphs. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals.	Addresses <i>all</i> parts of the writing task and shows an understanding of the purpose. Maintains a consistent point of view, focus, and organizational structure. <i>Evidence may displace commentary</i> , creating an over-reliance on facts to "speak for themselves" OR <i>discussion may be "thin," and/or mechanical, lacking overall depth</i> of thought and <i>elaboration</i> of ideas. Employs advanced publishing software and graphic programs to organize and record information on charts, maps, and graphs. Uses appropriate conventions for documentation.	Addresses only <i>parts</i> of the writing task. May show a general understanding of the purpose but display <i>inconsistent</i> tone and focus. May <i>ramble</i> , displaying <i>little</i> , if any, control of <i>organization</i> . May be <i>brief</i> , displaying scant ability to employ evidence to support a central thesis. May omit charts, maps, and graphs. May use incorrect conventions for documentation or omit documentation entirely.	Addresses only <i>one</i> part of the writing task. Shows little or no understanding of the purpose of research. Displays inconsistent tone and focus. Displays little or no control of organization, or there may be too little to organize. If used, maps, charts, and graphs may bear little relationship to the text, or their relationship is left to the reader to infer. May use incorrect conventions for documentation or omit documentation entirely.
Voice and Style	Employs <i>mature, precise, descriptive</i> language and a variety of sentence types. Tone reflects a clear sense of the audience. Uses technical terms and notations accurately.	Employs <i>some</i> descriptive language and a variety of sentence types. Tone reflects a general sense of the audience. Uses technical terms and notations accurately.	Employs <i>basic, elementary</i> language and few, if any, types of sentences. Tone reflects little or no sense of the audience.	Employs <i>limited</i> vocabulary and <i>no</i> sentence variety. Tone reflects <i>no</i> sense of the audience.
Conventions	Contains few, if any, errors. Errors are generally first-draft in nature.	Contains some errors which do not interfere with the reader's understanding.	<i>Several</i> errors interfere with the reader's understanding.	<i>Serious</i> errors interfere with the reader's understanding.