

Standard	0	1	2	3	4
			With support	Repeatedly	Repeatedly and independently
RSR.1A.ES Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	No Evidence	I cannot identify the majority of the components of the rhetorical situation.	I can identify some of the components independently, but only if I have help can I identify and describe all components correctly.	I can identify and describe all the components of the rhetorical situation accurately and completely.	I can identify and describe all the components and explain how they work together, no matter what text type is assigned. I can also find clues for the elements that are not explicitly stated in the text.
RSR.1B.ES Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.	No Evidence	I cannot find clues to explain how an argument demonstrated understanding of an audience's beliefs, values or needs.	With help, I can find clues to explain how an argument demonstrated understanding of an audience's beliefs, values or needs.	I can find clear text clues to explain how an argument demonstrated understanding of an audience's beliefs, values or needs.	I can find a variety of clues- from the text and outside knowledge- to explain how and argument demonstrates understanding of an audience's beliefs, values or needs.
RSW.2A.ES Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	No Evidence	I struggle to write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	With help, I can write introductions and conclusions; they may be repetitive, oversimplified or merely restate the prompt.	I can write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	I can write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
RSW.2B.ES Demonstrate an understanding of an audience's beliefs, values, or needs.	No Evidence	I cannot demonstrate an understanding of an audience's beliefs, values or needs.	With help, I can select evidence to demonstrate an understanding of an audience's beliefs, values or needs.	I can select evidence and gather information to demonstrate an understanding of an audience's beliefs, values or needs.	I can select appropriate text evidence and gather detailed information from a variety of outside sources to demonstrate an understanding of an audience's beliefs, values or needs.
CER.3A.ES Identify and explain claims and evidence within an argument.	No Evidence	I cannot identify and explain claims and/or evidence within an argument.	With help, I can identify explain and differentiate between claims and evidence within an argument.	I can identify, explain and differentiate between claims and evidence within an argument.	I can identify and differentiate between claims and evidence within an argument and explain their effectiveness in supporting the author's purpose.
CER.3B.ES Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	No Evidence	I cannot identify or describe the overarching thesis of an argument, or I may miss the indication it provides of the argument's structure.	With help, I can identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	I can identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	
CER.3C.ES Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	No Evidence	I cannot locate or explain modifiers, counterarguments, and alternative perspectives for claims.	With help, I can locate modifiers, counterarguments, and alternative perspectives for claims.	I can explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	I can explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives, discussing their effectiveness in advancing an argument.

CEW.4A.ES Develop a paragraph that includes a claim and evidence supporting the claim.	No Evidence	I cannot develop paragraphs that include claims and evidence supporting those claims.	I can develop paragraphs that include claims but I struggle to provide sufficient evidence.	I can develop paragraphs that include clear claims with sufficient evidence supporting those claims.	I can develop paragraphs that include claims with sufficient and varied evidence supporting those claims.
CEW.4B.ES Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	No Evidence	I cannot write a thesis that requires proof or defense. I make only statements of fact or definition, and may struggle to stay on topic.	With help, I can write a thesis that requires proof or defense and sometimes it previews the structure of the argument. I am able to stay on topic.	I can write a focused thesis statement that requires proof or defense and previews the structure of the argument.	I can write a nuanced thesis statement that requires defense, reflects the purpose and provides a preview of the argument.
CEW.4C.ES Qualify a claim using modifiers, counterarguments, or alternative perspectives.	No Evidence	I cannot/ do not provide counterarguments or alternative perspectives.	I can attempt to qualify a claim using counterarguments, or alternative perspectives.	I can qualify a claim using counterarguments, or alternative perspectives.	I can thoroughly qualify a claim by discussing a variety of counterarguments and perspectives.
ROR.5A.ES Describe the line of reasoning and explain whether it supports an argument's overarching thesis.	No Evidence	I cannot find/ describe the line of reasoning and explain whether it supports an argument's overarching thesis.	With help, I can find/ describe the line of reasoning and explain whether it supports an argument's overarching thesis.	I can find/ describe the line of reasoning and explain whether it supports an argument's overarching thesis.	find/ describe the line of reasoning and explain its effectiveness in supporting an argument's overarching thesis.
ROR.5B.ES Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.	No Evidence	I cannot identify the organization of a text or explain how it creates unity and coherence or reflects a line of reasoning.	With help I can identify the organization of a text and explain how it creates unity and coherence and reflects a line of reasoning.	I can identify the organization of a text and explain how it creates unity and coherence and reflects a line of reasoning.	I can identify the organization of a text and explain its effectiveness in creating unity and coherence, and whether it enhances the line of reasoning.
ROW.5C.ES Recognize and explain the use of methods of development to accomplish a purpose.	No Evidence	I cannot recognize and explain appropriate methods of development within a text.	I can recognize and explain methods of development in a text with help.	I can recognize and explain the use of methods of development in a text to accomplish a purpose.	I can recognize and explain the use of a variety of methods of development in a text to accomplish multiple purposes.
ROW.6A.ES Develop a line of reasoning and commentary that explains it throughout an argument.	No Evidence	I can make simple statements of opinion, but provide no reasoning or my explanation is off topic.	I can provide opinion statements, related topics and offer some reasoning for support.	I can give convincing evidence and reasoning with clear and valid, complete explanations to build an argument..	I can give a wide variety of applicable evidence and reasoning with explanations which reflect significant maturity, broad knowledge of the world and build a convincing argument.
ROW.6B.ES Use transitional elements to guide the reader through the line of reasoning of an argument.	No Evidence	I cannot/ do not use transitional elements to guide the reader through the line of reasoning of an argument.	With help, I can use transitional elements to guide the reader through the line of reasoning of an argument; my choice of transitions may not be the most effective.	I can use appropriate transitional elements to guide the reader through the line of reasoning of an argument.	I can use appropriate transitional elements to guide the reader smoothly through the line of reasoning of an argument, thereby enhancing the overall argument.

ROW.6C.ES Use appropriate methods of development to advance an argument.	No Evidence	I cannot use appropriate methods of development to advance an argument	With help, I can provide some evidence to advance an argument. It may be off topic, oversimplified or less fitting for the situation.	I can provide methods of development appropriate to the topic, including citing examples from a text, to advance an argument.	I can provide methods of development to advance an argument which include evidence from a variety of sources (author background and examples from text).
STR.7A.ES Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	No Evidence	I cannot identify the majority of the required devices within a text.	I struggle to identify and explain how devices contribute to the specific tone or style of a text, without help.	I can identify and explain how the required devices contribute to the specific tone or style of a text.	I can identify and explain how the required devices contribute to the specific tone or style of a text. In addition, I can identify and explain additional devices and connect them clearly to the elements of the rhetorical situation.
STR.7B.ES Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	No Evidence	I cannot explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	With help I can explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	I can find examples where writers create, combine, and place independent and dependent clauses and explain how they do so to show relationships between and among ideas.	I can find examples where writers create, combine, and place independent and dependent clauses and explain how they do so to show relationships between and among ideas to support their overall purpose.
STR.7C. Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.	No Evidence	I cannot explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.	With help I can explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.	I can find specific examples and explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.	I can explain how grammar and mechanics contribute to the clarity and effectiveness of an argument and build the author's credibility and tone.
STW.8A.ES Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	No Evidence	I cannot strategically use words, comparisons, or syntax to convey a specific tone or style in an argument.	With help I can strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	I can strategically use words, comparisons and syntax to convey a specific tone or style in an argument.	
STW.8B.ES Write sentences that clearly convey ideas and arguments.	No Evidence	I cannot write sentences that clearly convey ideas and arguments.	With help I can write sentences that clearly convey ideas and arguments.	I can write sentences that clearly convey ideas and arguments.	I can write a variety of sentences that clearly convey ideas and arguments.
STW.8C.ES Use established conventions of grammar and mechanics to communicate clearly and effectively	No Evidence	I cannot/ do not use established methods of grammar and mechanics-including citations to communicate clearly and effectively.	I attempt to use established methods of grammar and mechanics, but even with computer tools, and support I end up with errors and omissions in citations.	I can use established conventions of grammar and mechanics –including parenthetical citations and a works cited-to communicate clearly and effectively.	I use established conventions of grammar and mechanics-including a variety of in text and parenthetical citations and an accurate works cited list to communicate clearly and effectively.

<p>M2.1.SS Student understands, interprets, analyzes, and evaluates media communication.</p>	<p>No Evidence</p>	<p>I cannot understand, interpret, analyze, or evaluate media communication in writing or a presentation.</p>	<p>I can sometimes understand, interpret, analyze, and evaluate some types of media communication; with help and leading questions, I can write or present their content to classmates.</p>	<p>I understand, interpret, analyze, and evaluate a variety of media communications, and present their content clearly to classmates.</p>	<p>I understand, interpret, analyze, and evaluate a variety of media communications, and present their content clearly to classmates. I can also answer their questions.</p>
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