**The Cranston high school graduate exhibits proficient communication skills.**

**Common Core Writing Anchors 1, 4, 8, 10**

**ARGUMENTS: as seen in argument writing; reports; response to informational and literary text; etc.**

| **Expectations** | **Exceeds Standard**  **4** | **Meets Standard**  **3** | **Nearly Meets Standard**  **2** | **Below Standard**  **1** |
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| **CCW1a**  **Establishes a context and advances a thesis** | The student skillfully hooks/engages the reader by establishing context appropriate to the audience.  The student skillfully establishes insightful claim(s)/assertion(s) in the form of a thesis/main idea. | The student effectively hooks/engages the reader by establishing context appropriate to the audience.  The student effectively establishes precise claim(s)/assertion(s) in the form of a thesis. | The student’s hook and context is ineffective and does not engage the audience.  The student attempts to establish interpretive claim(s)/assertion(s) in the form of a thesis, but the thesis is unclear. | The student does not establish context.  The student’s thesis is invalid. |
| **CCW1b**  **Demonstrates critical thinking in order to develop the topic** | The student skillfully presents and insightfully analyzes evidence in relation to the thesis.  The student skillfully supports valid arguments with detailed evidence, identifying sources of information when appropriate.  The student skillfully uses several strategies to build a logical argument.  The student skillfully and insightfully addresses reader’s concerns (anticipating and addressing counterarguments, potential problems, mistakes or misunderstandings that might arise from the audience). | The student effectively analyzes evidence in relation to the thesis.  The student effectively supports logical arguments with detailed evidence, identifying sources of information when appropriate.  The student effectively uses strategies to build a logical argument (e.g. anecdotes, details, description, examples, compare and contrast).  The student effectively addresses reader’s concerns (anticipating and addressing counterarguments, potential problems, mistakes or misunderstandings that might arise from the audience). | The student analysis of some evidence in relation to the thesis lacks clarity and/or logic.  The student attempts to support arguments, but some arguments lack clarity or accuracy.  The student uses ineffective strategies in an attempt to build an argument.  The student attempts to address the reader’s concerns but does so ineffectively. | The student analysis of most evidence in relation to the thesis lacks clarity and/or logic.  The student arguments are mostly not supported with valid or clear evidence.  The student makes little or no attempt to build logical arguments.  The student does not attempt to address the reader’s concerns. |
| **CCW1a; CCW1c ; CCW1e**  **Creates an organizing structure** | The student skillfully uses an organizational structure (opening, body, and closure) that allows for a progression of ideas to develop.  Effectively uses words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims.  Effectively provides a conclusion statement or section that follows from and supports the argument presented. | The student effectively uses an organizational structure (opening, body, and closure) that allows for a progression of ideas to develop.  Uses words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims.  Provides a conclusion statement or section that follows from and supports the argument presented. | The student uses an organizational structure that does not allow for a progression of ideas to develop coherently.  Attempts to use words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims.    Attempts to provide a conclusion statement or section However, it may not follow from and support the argument presented. | The student demonstrates little evidence of organization.  Uses few words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims.  Conclusion may be abrupt or missing. |
| **CCWd.**  **Uses voice and style to enhance meaning.** | Effectively establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Style may be informal or subjective. |
| **CCL1; CCL2**  **Demonstrates command of written language conventions** | The student skillfully and consistently demonstrates control of grammar, usage, punctuation, sentence construction and spelling with little or no error. | The student effectively and consistently demonstrates control of grammar, usage, punctuation, sentence construction and spelling with few errors. | The student fails to consistently demonstrate control of grammar, usage, punctuation; sentence construction and spelling. The student’s errors interfere with meaning. | The student demonstrates little control of grammar, usage, punctuation, sentence construction and spelling The student’s errors interfere with meaning. |