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| **Purpose and Focus** |
| *What the standards say . . .* | *How I am meeting the standards. . .* | *Notes . . .* |
| Orients the reader with an introduction to the topic. | * I created a title that gave just enough information to grab my reader’s attention.
* I introduced my topic with some background information so my reader understands why I am writing and compels him/her to continue reading.
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| Establishes a purpose by making a precise claim. | I stated my claim clearly and precisely so that my audience knows what type of claim I am making, e.g.,* **Fact** – I am proving something is true, e.g., *fast food is unhealthy*
* **Value** – I am sharing or establishing criteria, e.g., *tacos are a healthier choice than hamburgers*.
* **Policy** – I want to change the way things are, e.g., *schools should serve healthier foods*.
* I have avoided words like “I think,” or “I feel.”
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| Distinguishes the claim(s) from alternate or opposing claims. | * I made a clear distinction between my claim and the claims of others.
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| Indicates an awareness of audience’s needs by providing relevant contextual details. | * I gave my reader some details that provide a context or background and show why the topic and my claim are important.
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| **Idea Development and Structure** |
| Creates an organization that establishes valid relationships among claim(s), counterclaims, reasons, and sufficient evidence. | * I used the **illustrating move** by using a specific example or fact from a text to support what I said.
* I used the **extending move** by putting my own “spin” on ideas and terms I have taken from the text we read.
* I used the **authorizing move** by quoting an expert or using the credibility or status of my source to support my claim.
* I used the **countering move** by:
	+ “pushing back” from the text
	+ disagreeing with the text
	+ challenging something the text said or interpreting it differently from the way the author did
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| Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | * I introduced the source of information and piece of evidence.
* I connected the evidence to my claim.
* I described the context or situation, e.g., what the evidence made me think about.
* I explained the relevance of the evidence to this situation, e.g., why the evidence applies to this new situation.
* I imagined the potential result or outcome, i.e., how things might be different.
* I have supported my claim with:
	+ Relevant sources of evidence.
	+ Believable sources of evidence.
	+ Sufficient sources of evidence.
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| * I have grouped my ideas, reasons and evidence in a logical order that is easy for my reader to follow.
* I have used one of the *Bernabei Kernal Essay Organization Moves:*
	+ First I thought this – Then I learned this – Now I think this
	+ My claim – Reason#1 – Reason#2 – Reason#3 – In the end
	+ Overview of this issue - One side thinks – Another side thinks – I believe
	+ My claim – How I know this – Another way I know this – Another way I know this – In the end
	+ Overview of the issue – Here’s what I am thinking – A question some people raise – My answer to that question – In the end
	+ My claim – Why I believe this – However, I am still wrestling with – Which makes me think now
	+ One aspect of the issue – Another aspect of the issue – Another aspect of the issue – And so my claim
	+ My claim on the issue – In addition, I’ll add – In addition I’ll add – Refined claim
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| Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | * I have used a variety of phrases, and clauses or transitions, as well as varied syntax/sentence structures to guide my reader through my argument.
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| Establishes a formal style and objective tone. | * I show that I have given my topic a lot of thought, have arrived at my argument by looking at more than one perspective on the issue, and I am serious about my position.
* I have written in a formal way so that my reader takes me seriously.
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| Provides a concluding statement or section that follows from the argument presented. | * I have given a satisfactory ending that sums up my argument and stresses why it is important to agree with me or consider my position on the issue.
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| **Research** |
| Quotes or paraphrases the data and conclusions of others accurately (with no evidence of plagiarism).Provides basic bibliographic source information, when appropriate (e.g., publishable writing piece) | I have used sources correctly and effectively when **illustrating,** using examples like:* *“\_\_\_\_\_ argues that \_\_\_\_\_”*
* *“\_\_\_\_\_ claims that \_\_\_\_\_”*
* *“\_\_\_\_\_ acknowledges that \_\_\_\_\_”*
* *“\_\_\_\_\_ tells the story of \_\_\_\_\_”*
* *“\_\_\_\_\_reports that \_\_\_\_\_”*
* *“\_\_\_\_\_believes that\_\_\_\_\_”*

I have used sources correctly and effectively when **authorizing**, using examples like:* *According to Sam Jones, principal of xyz school, which encourages . . .*
* *A study conducted by xyz company, a non-profit organization that. . .revealed that.* . .

I have used sources correctly and effectively when **extending,** using examples like:* *Supporting my example, xyz’s research shows. . .*
* *Xyz’s research confirms that \_\_\_\_\_\_ is a problem. This connects to what we are experiencing at \_\_\_\_\_\_. However, we could solve this problem if we \_\_\_\_\_.*

I have used sources correctly and effectively when **countering,** using examples like:* *While parent groups often talk about xyz negatively, recent xyz research shows there are positive effects.*
* *Whereas many of our students believe xyz to be true, there is research that actually shows. . .*

I have used sources correctly and effectively when **summarizing the opposition,** using examples like:* *\_\_\_\_\_ argues that \_\_\_\_\_. What the author fails to consider is . . .*
* *\_\_\_\_\_ says that \_\_\_\_\_. This is true, but . . .*
* *\_\_\_\_\_ suggests that \_\_\_\_\_. The author doesn’t explain why . . .*
* *\_\_\_\_\_ argues that \_\_\_\_\_. Another way to look at this is . . .*
* *\_\_\_\_\_ found that \_\_\_\_\_. However, the study doesn’t explore the connections between. . .*
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