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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.
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| Establishes a purpose by stating a claim. | I stated my claim clearly 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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| 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** |
| Supports claim with clear reasons and relevant 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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| Uses credible and sufficient sources to support the claim(s). | * 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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| Shows a clear understanding of the topic or text. | * Since I used more than one credible and relevant source to support my claim, I show that I have researched my topic and my reading has helped me understand the topic and form my claim.
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| Groups related ideas, reasons, facts, and details into sections or paragraphs that are logically ordered. | * 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 a variety of transitional words, phrases and clauses to clarify the relationships among claim(s) and reasons. | * I have used a variety of linking words, phrases, and clauses or transitions to guide my reader through my argument.
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| Establishes a formal style. | * 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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