

Essential Learning Outcome 1.0: Writing
Danville graduates write using standard English for a variety of purposes and audiences.

Standard of Performance	Exceeds the Standard 4	Achieves the Standard 3	Nearly Achieves the Standard 2	Little Evidence or Below the Standard 1
1.1 Purpose (<i>main idea, thesis, controlling idea, position, theme</i>)	Unique or unusually perceptive purpose; focus addresses the prompt / question in an engaging, insightful and/or creative way; all sections of the writing support the focus.	Clear purpose focuses piece; focus clearly addresses the prompt/question; all sections of the writing support the focus.	The purpose is not consistently clear; focus statement may be too broad to be supported or too narrow/simple.	No clear focus; difficult to determine the controlling idea of the piece.
1.2 Organization (<i>pattern, logic, sequence, progression</i>)	Writes engaging introduction that provides a clear overview of ideas; transitions support a logical and graceful development of ideas; conclusion reinforces and extends main ideas.	Provides a clear overview of ideas; transitions support a logical development of ideas; conclusion reinforces main ideas.	Provides introduction but may be unclear; missing or choppy transitions that undermine clarity and progression of ideas; missing conclusion, or conclusion restates the main idea.	Writes inadequate introduction; illogical progression of ideas; inadequate or no conclusion.
1.3 Analysis & Evidence (<i>insight, higher-level thinking, generalization, theory</i>)	Provides original and insightful analysis that is supported with well-chosen evidence that is seamlessly woven into the text.	Provides insightful analysis that is supported with well-chosen evidence that is accurate and relevant; includes adequate elaboration of ideas, in own words.	Provides analysis but it is not supported with evidence and/or the analysis is flawed; evidence is inaccurate/irrelevant and/or analysis lacks elaboration.	Does not provide analysis and evidence, or analysis shows a basic misunderstanding of the topic/theme.
1.4 Voice & Tone (<i>word choice, sentence fluency, awareness of audience, rhetoric</i>)	Words convey intended message in precise, interesting, and natural way; sentences are well-built with strong, varied structure; tone is engaging and appropriate to purpose/audience. A distinct, authentic, and engaging writer's voice is clear throughout the piece.	Strong word choice, but occasionally words are imprecise or inaccurate; sentence structure is correct and flows; tone is appropriate to purpose/audience. A distinct, authentic, and engaging writer's voice is emerging.	Limited and/or redundant word choice; establishes inconsistent voice that is sometimes incompatible with the purpose/audience.	Creates voice and tone that are incompatible with the audience/purpose.
1.5 Conventions (<i>grammar, usage, mechanics, syntax, legibility</i>)	Edits writing until it is free or almost free of G.U.M. errors; facts and quotations are correctly documented/properly cited.	Edits writing until G.U.M. errors do not detract from the effectiveness of the writing; facts and quotes are correctly documented/properly cited.	Includes G.U.M. errors that detract from the effectiveness of the writing; some facts and quotes are incorrectly documented/improperly cited.	G.U.M. errors make the piece hard to read; facts and quotes are incorrectly documented/improperly cited.