

Kenai Peninsula Borough School District
GRADES 11-12 INFORMATIONAL/EXPLANATORY WRITING:

Students write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Uses organizational strategies such as definition, classification, comparison/contrast, and cause/ effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Expectations	Exceeds Standard 4	Meets Standard 3	Partially Meets Standard 2	Below Standard 1
<p style="text-align: center;">Ideas and Organization Establishes context and purpose</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole</p>	<p>The student introduces a topic with a hook that engages the audience and establishes a thesis statement that addresses the prompt and uses 3-4 supporting paragraphs that build on each other for a unified whole.</p> <p>The writer effectively sets context (background information).</p>	<p>The student introduces a topic and develops 3-4 supporting paragraphs that build on each other for a unified whole.</p> <p>The writer sets context (background information).</p>	<p>The student introduces a topic and develops 1 or 2 paragraphs that may build on each other, but the purpose and focus is weak.</p> <p>The writer sets limited context (background information)</p>	<p>The student fails to introduce a topic and may not have a focus; no organizational format is apparent</p> <p>The writer does not set the context.</p>
<p style="text-align: center;">Content and Development Demonstrates critical thinking in order to develop the topic</p> <p>W.11-12.2b Develop the topic with the most significant and relevant facts, extended definitions, concrete details, quotes or examples.</p> <p>*W.11-12.9</p>	<p>The student effectively develops the topic with a depth (3+) of significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>The student develops the topic with at least 3 significant and, relevant facts, extended definitions, with at least 3 concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>The student attempts to develop the topic with at least 1 or 2 significant and relevant facts, but concrete details, quotations, or other information may be lacking and/or not accurate.</p>	<p>The student fails to develop the topic and has little to no concrete details.</p>

<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><i>*If required</i></p>	<p>*The student references texts and uses relevant and insightful citations to support interpretations, thesis, or drawing conclusions.</p>	<p>*The student references texts or uses relevant citations to support interpretations, thesis, or drawing conclusions.</p>	<p>*The student references limited texts and attempts to interpret text, but interpretation or conclusion causes confusion.</p>	<p>*The student references few texts and shows little or no interpretation of the text.</p>
<p>Transitions and Conclusions</p> <p>W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</p> <p>W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>The student uses dynamic transitions and syntax to link the text, create cohesion, and clarify the relationships.</p> <p>The writer provides a dynamic concluding statement or section that leaves the audience with something to consider.</p>	<p>The students use 3-4 effective transitions and syntax to link the text, create cohesion, and clarify relationships.</p> <p>The writer provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>The students use 1-2 effective transitions and syntax to link the text, create cohesion, and clarify relationships.</p> <p>The writer has a concluding statement but may not support the content.</p>	<p>The student uses ineffective or no transitions.</p> <p>The writer ends the paper abruptly and there is no credible conclusion that synthesizes information.</p>
<p>Language, Style, and Sentence Structure</p> <p>Uses voice and style to enhance meaning</p> <p>W.11-12.2d Use precise language, domain specific vocabulary, and techniques such as simile, metaphor, and analogy to manage the complexity of the topic (word choice)</p>	<p>The student skillfully uses precise language and domain-specific vocabulary, and incorporates figurative language to explain topic.</p>	<p>The student uses precise language and domain-specific vocabulary and literary techniques such as metaphors, similes or analogies to explain the topic.</p>	<p>The student uses language that is non-academic and attempts to use literary techniques.</p>	<p>The student does not use language that clarifies or supports intent and does not use literary techniques.</p>

<p>W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>L.11-12.3a Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax</p>	<p>The writer establishes and maintains a formal style and objective tone with sophisticated word choices.</p> <p>The student skillfully uses constructed sentences, varied sentence lengths, and structures to enhance meaning throughout the paper.</p>	<p>The writer establishes and maintains a formal style and objective tone appropriate word choice.</p> <p>The student uses a variety of constructed sentences, varied sentence lengths, and structures to enhance meaning.</p>	<p>The writer's style sometimes becomes informal and word choice is routine.</p> <p>The student does not consistently vary sentence lengths and structures to enhance meaning and has some sentence errors such as fragments and run-ons.</p>	<p>The writer does not maintain a formal style and word choice is dull.</p> <p>The student has frequent and severe sentence structure errors and/or lacks sentence variety.</p>
<p>Conventions</p> <p>L.11-12.1 Demonstrates command of written language (grammar and usage)</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling</p>	<p>The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p> <p>The writer has no errors that interfere with meaning.</p>	<p>The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling.</p> <p>The writer has occasional errors that do not interfere with meaning.</p>	<p>The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>The writer has some errors that interfere with meaning.</p>	<p>The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling.</p> <p>The writer has numerous errors that interfere with meaning.</p>