



Style

Argument and Informative/Explanatory

Style includes the student's ownership of the topic and connection with the audience. Style is enhanced through strong word choice and varied sentence constructions that contribute to the writer's unique voice. Style is addressed in writing standards 1, 2, 3, and 4.

- 5** The writer personalizes the topic and forms a strong connection with the audience by demonstrating a strong sense of purpose and appropriateness to task and audience.
- The writer's voice comes through the composition and strengthens the connection with the audience.
 - Compositional risks are successful and enhance the response.
 - The communication with the audience is strong without seeming forced.
 - The writer establishes and maintains a formal style.
- 4** The writer forms a reasonably successful connection with the audience and has awareness of purpose.
- There is evidence of voice and awareness of the audience.
 - Compositional risks, if evident, are reasonably successful.
 - The communication with the audience is evident and does not seem forced.
 - The writer establishes and maintains a generally formal style.
- 3** The writer's connection with the audience and purpose is uneven.
- The response may be mundane and lack voice.
 - Compositional risks, if evident, are only partially successful.
 - The writer may not demonstrate awareness of the audience or the writing may seem somewhat artificial.
 - The writing may show an uneven use of formal style.
- 2** The writer's connection with the audience and purpose is weak.
- The response has a weak awareness of the audience and lacks voice.
 - The response is pedestrian and may be formulaic.
 - Any reaching out to the audience is disruptive to the flow of the response.
 - The response may have insufficient writing to develop a connection with the audience.
 - The writing lacks a formal style.
- 1** The writer demonstrates little to no sense of the audience or the purpose of the topic.
- The response is disconnected from the topic and may have vague or random ideas.
 - The response may be difficult for the audience to understand.
 - The response may have insufficient writing to develop a connection with the audience.

Style

Narrative

Style includes the student's ownership of the topic and connection with the audience. Style is enhanced through strong word choice and varied sentence constructions that contribute to the writer's unique voice. Style is addressed in writing standards 1, 2, 3, and 4.

- 5** The writer personalizes the topic and forms a strong connection with the audience by demonstrating a strong sense of purpose and appropriateness to task and audience.
- The writer's voice comes through the composition and strengthens the connection with the audience.
 - Compositional risks are successful and enhance the response.
 - The communication with the audience is strong without seeming forced.
- 4** The writer forms a reasonably successful connection with the audience and has awareness of purpose.
- There is evidence of voice and awareness of the audience.
 - Compositional risks, if evident, are reasonably successful.
 - The communication with the audience is evident and does not seem forced.
- 3** The writer's connection with the audience and purpose is uneven.
- The response may be mundane and lack voice.
 - Compositional risks, if evident, are only partially successful.
 - The writer may not demonstrate awareness of the audience or the writing may seem somewhat artificial.
- 2** The writer's connection with the audience and purpose is weak.
- The response has a weak awareness of the audience and lacks voice.
 - The response is pedestrian and may be formulaic.
 - Any reaching out to the audience is disruptive to the flow of the response.
 - The response may have insufficient writing to develop a connection with the audience.
- 1** The writer demonstrates little to no sense of the audience or the purpose of the topic.
- The response is disconnected from the context and may have vague or random events or ideas.
 - The response may be difficult for the audience to understand.
 - The response may have insufficient writing to develop a connection with the audience.