

## E.E. 2.0: WRITING

CHS graduates write using standard English for a variety of purposes and audiences.

Standard of Performance	Exceeds the Standard	Achieves the Standard	Nearly Achieves the Standard	Working Toward the Standard
<b>2.1 Purpose</b>	Establishes and maintains a clear, engaging purpose; writing style and techniques serve the purpose.	Establishes and maintains a clear purpose; writing style and techniques are consistent with the purpose.	Attempts to establish and/or maintain a clear purpose, but clarity or consistency is lacking.	Is beginning to identify the purpose.
<b>2.2 Organization</b>	Writes engaging introduction; transitions are sophisticated; conclusion extends main ideas.	Provides a clear overview of ideas; transitions between sentences and paragraphs are logical; conclusion reinforces main ideas.	Provides introduction but may be unclear; there are no transitions or they are choppy; conclusion restates main ideas.	Is beginning to organize the piece of writing.
<b>2.3 Analysis &amp; Evidence</b>	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.	Provides analysis but it is not supported with evidence and/or the analysis is flawed.	Is beginning to analyze the topic and identify supportive evidence.
<b>2.4 G.U.M.</b> (Grammar, Usage, Mechanics)	Edits writing until it is free or almost free of G.U.M. errors.	Edits writing until G.U.M. errors do not detract from the effectiveness of the writing; facts and quotations are correctly cited.	Includes G.U.M. errors that detract from the effectiveness of the writing, and/or facts and quotes are incorrectly cited.	Is beginning to consider how to edit the piece.
<b>2.5 Voice &amp; Tone</b>	Makes sophisticated and nuanced word choices and/or allusions that connote subtle meanings that enhance the overall voice and tone in a way that serves the purpose of the writing.	Creates appropriate voice and tone that serve the purpose of the writing. Makes point of view clear and consistent, and word choice is varied and lively (when appropriate); the language is free of clichés.	Establishes inconsistent voice and tone that is some times incompatible with the purpose; limited and/or redundant word choice; may include clichés.	Is beginning to consider how to create voice and tone that are compatible with the purpose of the writing.