



## Grade 11: Unit 1 Benchmark Assessment: Narrative/Argument College and Career Readiness Essay

Element	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
<b>Ideas &amp; Content</b>	<p><b>In addition to a 3, the writer:</b></p> <ul style="list-style-type: none"> <li>Communicates, in the framework of the narrative, a compelling and convincing implicit or explicit argument in response to the prompt.</li> <li>Chooses and develops effective appeals that build on one another.</li> </ul>	<ul style="list-style-type: none"> <li>Uses narrative techniques such as such as dialogue, pacing, description, and/or reflection to develop experiences, events, and/or characters.</li> <li>Communicates, in the framework of the narrative, an implicit or explicit argument in response to the prompt.</li> <li>Chooses and develops effective appeals.</li> </ul>	<ul style="list-style-type: none"> <li>Uses narrative techniques such as such as description and/or reflection to capture experiences, events, and/or characters.</li> <li>Attempts to communicate, in the framework of the narrative, an implicit or explicit argument in response to the prompt.</li> <li>Develops one or more appeals but with limited success or in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>Describes or reflects on experiences and events.</li> <li>Fails to communicate, implicitly or explicitly, an argument.</li> </ul>
<b>Organization</b>	<p><b>In addition to a 3, the writer:</b></p> <ul style="list-style-type: none"> <li>Designs experiences and events which manipulate time effectively.</li> <li>Sequences events so that they build on one another to create a coherent whole and build toward a particular tone and outcomes (e.g. a sense of mystery, suspense, growth, or resolution).</li> <li>Provides a resonate conclusion that follows from and reflects on the narrative theme and argument.</li> </ul>	<ul style="list-style-type: none"> <li>Engages and orients the reader by setting out a problem, situation, or observation <u>and</u> establishing its significance.</li> <li>Establishes one or multiple point(s) of view.</li> <li>Creates a smooth progression of experiences and events using appropriate and varied transitions to link the major sections of the text and clarify the relationships among complex ideas and concepts.</li> <li>Sequences events so that they build toward a particular a resolution.</li> <li>Provides a conclusion that follows from and reflects on the narrative theme and argument.</li> </ul>	<ul style="list-style-type: none"> <li>Orients the reader by setting out a problem, situation, or observation.</li> <li>Introduces narrator and/or characters.</li> <li>Organizes an event sequence that unfolds naturally and logically.</li> <li>Creates a progression of experiences or events by using transitions to link the major sections of the text, sometimes clarifying the relationships among complex ideas and concepts.</li> <li>Provides a conclusion that follows from the narrative theme and argument.</li> </ul>	<ul style="list-style-type: none"> <li>Orients the reader by establishing a context and point of view.</li> <li>Introduces narrator and/or characters.</li> <li>Organizes an event sequence that unfolds logically but awkwardly.</li> <li>Events progress awkwardly, confusedly, or illogically with few transitions used to link the major sections of the text.</li> <li>Narrative concludes abruptly and without reflecting on the narrative theme and argument.</li> </ul>
<b>Voice and Word Choice</b>	<p><b>In addition to a 3, the writer:</b></p> <ul style="list-style-type: none"> <li>Uses precise and varied words and phrases born of a wide vocabulary to manage the complexity of the topic.</li> <li>Refines the expression of voice and tone by selecting and using appropriate vocabulary, sentence</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a style and tone appropriate to the audience and purpose.</li> <li>Uses a range of stylistic devices/ figurative language to support the presentation of the implicit or explicit argument.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a style and tone appropriate to the audience and purpose.</li> <li>Uses stylistic devices/ figurative language to support the presentation of the argument.</li> <li>Sometimes uses words and</li> </ul>	<ul style="list-style-type: none"> <li>Fails to establish a style and tone appropriate to the audience and purpose on account of poor or imprecise word choice, a limited vocabulary, and/or a lack of attention to figurative language.</li> </ul>

	structure, and sentence organization, paying particularly close attention to syntactical variety.	<ul style="list-style-type: none"> <li>• Uses precise words and phrases to manage the complexity of the topic.</li> <li>• When appropriate, uses telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• Refines the expression of voice and tone by selecting and using appropriate vocabulary, sentence structure, and sentence organization.</li> </ul>	<p>phrases precise enough to manage the complexity of the topic.</p> <ul style="list-style-type: none"> <li>• Uses telling details and sensory language in isolation and with limited success in creating vivid images.</li> </ul>	
<b>Sentence Fluency</b>	<p><b>In addition to a 3, the writer:</b></p> <ul style="list-style-type: none"> <li>• Consistently writes varied and strong sentences using parallelism and various types of phrases and clauses to convey specific meanings and add interest.</li> <li>• Purposefully uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses, strengthening fluency and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes varied and strong sentences to convey specific meanings and add interest.</li> <li>• When appropriate, uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various types of phrases and clauses to construct clear sentences.</li> <li>• Uses a semicolon to acceptably link two or more closely related independent clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses phrases and clauses to construct clear sentences.</li> </ul>
<b>Conventions</b>	<p><b>In addition to a 3, the writer:</b></p> <ul style="list-style-type: none"> <li>• Writes correct and complete sentences in the active voice, using comma splices and run-ons purposefully and effectively for intended effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes correct and complete sentences in the active voice, eliminating comma splices and run-ons (unless clearly intended to achieve specific effects).</li> <li>• Demonstrates a command of English by spelling, capitalizing, and punctuating correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes correct and complete sentences, lapsing to passive voice infrequently.</li> <li>• Eliminates most comma splices and run-ons such that readability is not sacrificed.</li> <li>• Demonstrates a limited command of English by spelling and capitalizing correctly but sometimes punctuating incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes mostly correct and complete sentences, lapsing to passive voice infrequently.</li> <li>• Routinely uses comma splices and run-ons, sometimes compromising readability.</li> <li>• Demonstrates an incomplete command of English with errors in spelling, capitalizing, and punctuation.</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Meets expectations for final draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets most expectations for a final draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets some expectations for a final draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet expectations for a final draft.</li> </ul>