

Grade: 12th Genre: Qualitative Inquiry		<b>Advanced (Exceeds)</b> <b>4</b>	<b>Proficient (Meets)</b> <b>3</b>	<b>Partially Proficient (Approaching)</b> <b>2</b>	<b>Unsatisfactory (Does Not Meet)</b> <b>1</b>
Organizing Skills	<b>Orientation/ Opening</b>	<p>Opening clearly establishes research that is focused on and articulates the researcher's relationship with a participant, setting, and/or</p> <p>Opening possesses a clarity that invites reading.</p> <p>Opening thoughtfully identifies the research question.</p>	<p>Opening is clear and establishes research that is focused on a participant, setting, and/or culture..</p> <p>Opening presents the research question.</p>	<p>Opening is present, but may not clearly establish research that is focused on a participant, setting, and/or culture.</p> <p>Opening may present research question, but is confusing or unclear.</p>	<p>Lacks a clear opening; research participant, setting, and/or culture may be vague or missing.</p> <p>Research question is not evident.</p>
	<b>Development of Ideas</b>	<p>Claim states a position, which is complex, nuanced, or insightful.</p> <p>Evidence is thorough, accurate and relevant; various types of evidence are skillfully used.</p> <p>Evidence is thoughtfully and logically analyzed; multiple perspectives are used to substantiate the argument.</p> <p>Research methodology section articulates the processes used for discovery and enhances the readers' understanding of the researcher's relationship to the participant, setting, and/or culture being "studied".</p>	<p>Claim clearly states a position on the issue</p> <p>Evidence is sufficient, accurate and most is relevant; more than one type is used (e.g., facts, statistics, expert opinions, examples).</p> <p>Evidence is logically analyzed &amp; connected to the claim.</p> <p>Research methodology section articulates the processes used for discovery and supports the readers' understanding of the researcher's relationship to the participant, setting, and/or culture being "studied".</p>	<p>Claim is present, but position on the issue may be unclear.</p> <p>Evidence is generally accurate, but may not always support the claim. Evidence types are limited.</p> <p>Evidence is not always logically analyzed, so connections to the claim may be weak.</p> <p>Research methodology section articulates the processes used for discovery.</p>	<p>The claim is missing or is unclear and confusing.</p> <p>Evidence is inaccurate or not relevant to the claim.</p> <p>Little analysis of evidence is present.</p> <p>Research methodology is not articulated.</p>
	<b>Development of Internal Structure</b>	<p>Organizational pattern anticipates the expectations and possible uncertainty of the audience enhancing the readers' understanding of the argument.</p> <p>Transitional techniques link major sections of the argument and create a cohesive text.</p>	<p>Organizational pattern supports the readers' understanding of the argument.</p> <p>Transitional techniques link sections of the argument.</p>	<p>Organizational pattern interferes with the readers' understanding of the argument.</p> <p>Transitional techniques are incomplete and/or inaccurately used throughout the argument.</p>	<p>Organizational pattern impedes the readers' understanding of the argument.</p> <p>Transitions are not purposefully used.</p>
	<b>Closure</b>	<p>Concluding section articulates and strengthens the significance of the research focus, enticing the readers to ponder additional implications for the research findings.</p>	<p>Concluding section articulates the significance of the research focus.</p>	<p>Concluding section restates the opening without articulating the significance of the research focus.</p>	<p>Concluding section is not connected to the research focus or introduces ideas that are contradictory.</p>
Composing Skills	<b>Word Choice and Tone</b>	<p>Domain-specific language is used to enhance the readers' understanding of the selected research focus.</p> <p>Rhetorical devices (e.g., understatement, hypophora, rhetorical question) enhance the readers' ability to see, hear, and imagine the argument.</p> <p>The writer's commitment drives the argument; it is purposefully objective while candidly conveying the researcher's relationship to a participant, setting, and/or culture.</p>	<p>Domain-specific language is used to support the readers' understanding of the selected research focus.</p> <p>Rhetorical devices (e.g., understatement, hypophora, rhetorical question) support the readers' ability to see, hear, and imagine the argument.</p> <p>The argument conveys an appropriately objective voice and tone.</p>	<p>Domain-specific language of the research focus is used imprecisely.</p> <p>Rhetorical devices (e.g., understatement, hypophora, rhetorical question) interfere with the readers' ability to see, hear, and imagine the argument.</p> <p>Although there is an attempt at objectivity, the argument periodically lapses into an inappropriate voice and tone.</p>	<p>Domain-specific language of the research focus is used inaccurately.</p> <p>Scarcity or inaccuracy of rhetorical devices (e.g., understatement, hypophora, rhetorical question) impedes the readers' ability to see, hear, and imagine the argument.</p> <p>The argument is dominated by an inappropriate voice and tone.</p>

	<b>Sentence Fluency/Syntax</b>	Sentence structures and variety create a rhythm and flow that supports the writer's intention.	Sentence structures and variety establishes a rhythm that supports the writer's intention.	Sentence structures lack a rhythm and hinder the writer's intention.	Sentence structures impede the development of the writer's intention.
<b>Conventional Skills</b>	<b>Conventions</b>	<p>Errors, if present, are minimal. Little or no editing needed.</p> <p>The conventions of Standard English are used to craft varied, strong, correct, and complete sentences for stylistic effect.</p> <p>Embedded in-text citations are varied to enhance the presentation of source details; citations and works cited follow the format recommended by the appropriate style guide (e.g., MLA, APA, Chicago).</p>	<p>Minor errors are present but do not distract the audience. Some editing is needed.</p> <p>The conventions of Standard English are used to construct varied, strong, correct, and complete sentences.</p> <p>In-text citations are used to document sources; works cited and citations follow the format recommended by an appropriate style guide (e.g., MLA, APA, Chicago).</p>	<p>Errors are present and distract the audience. Editing needed.</p> <p>The conventions of Standard English are reflected in sentence construction and completeness; however sentences are limited in variety.</p> <p>In-text citations are used to document sources, but works cited or in text citation formatting is inconsistent or doesn't adhere to style guide specifications.</p>	<p>Errors are present and distract the audience. Considerable editing is needed.</p> <p>The conventions of Standard English are not used to construct correct and complete sentences.</p> <p>In-text and works cited are insufficient or misused.</p>