**Argument Essay**

**Argument Writing (W.8.1): Write arguments to support claims, organized with clear reasons and relevant evidence, while maintaining a formal style.**

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| **Proficient** | **4.0 (100%)** | * The writer introduced the essay in a **creative way** that provided specific **context for their own as well as another’s position**, introduced the position with a **clear claim**, and oriented readers to the overall line of argument they would develop. * The writer **logically, using relevant evidence**, brought out the aspects of the argument that were **most significant** to the audience and overall purpose. * The writer was fair to **both sides** of the argument. * In the conclusion, the writer described the **significance of the argument for stakeholders** or offered additional insights, implications, questions or challenges |
| **3.5 (93%)** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Progressing** | **3.0**  **(86%)** | * The writer introduced the argument and somewhathelped readers understand the backstory. The writer set up a clear claim, but does not entirely introduce counter-claims or their overall line of argument. * The writer develops the argument in a somewhat effective way, although at times the overall purpose is not clear. * The writer was somewhat fair to both sides of the argument. * The conclusion brings the essay together nicely, but could do a bit more to leave the reader thinking. |
| **2.5**  **(82%)** | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Basic** | **2.0**  **(76%)** | * There is an introduction, but it does not hook the reader or lead the reader into the claim. The claim is present, but it needs to be a lot clearer. * There are times when the reasoning and development of the argument is unclear or not fully supported. * The writer did not fully address both sides of the argument. * The conclusion is somewhat repetitive, without really leaving the reader thinking. |
| **1.5**  **(72%)** | Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content |
| **Area of Concern** | **1.0**  **(66%)** | With help, partial success at score 2.0 content and score 3.0 content |
| **0.5**  **(62%)** | With help, partial success at score 2.0 content, but not at score 3.0 content |
| **No/Insufficient Evidence** | **0.0**  **(59%)** | Even with help, no success |

**Production and Distribution of Writing (W.8.4-W.8.6): Collaborate with others to produce a clear and coherent writing, using the writing process and technology, taking into consideration purpose and audience.**

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| **Proficient** | **4.0 (100%)** | * The claim, counterclaim, reasons and evidence are organized into sections—**this organizational structure supports the reader’s growing understanding across the whole of the argument**. The sections build on each other in a logical, compelling fashion. * The writer uses **transitions** to lead the reader across parts of the text and connect ideas throughout the essay. * The writer intended to **affect the reader** in particular ways—to make the reader think, realize or feel in a particular way. The writer chose **language** and **varied tone** to do that. |
| **3.5 (93%)** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Progressing** | **3.0**  **(86%)** | * The writer somewhat organized the argument into sections. The overall essay could be structured in a way that does more to bring the reader to a broader understanding of the issue. * These sections need to connect more smoothly. * The writer has begun to utilize tone to impact the reader in various ways. There could be even more done to strengthen word choice, and vary tone for different purposes in different sections. |
| **2.5**  **(82%)** | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Basic** | **2.0**  **(76%)** | * The writer needs to re-structure the some of the paragraphs to build the argument in a more effective way. * The writer needs to do a lot more to connect ideas between paragraphs and transition within paragraphs. * The writer needs to focus more on tone throughout the essay to impact readers |
| **1.5**  **(72%)** | Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content |
| **Area of Concern** | **1.0**  **(66%)** | With help, partial success at score 2.0 content and score 3.0 content |
| **0.5**  **(62%)** | With help, partial success at score 2.0 content, but not at score 3.0 content |
| **No/Insufficient Evidence** | **0.0 (59%)** | Even with help, no success |

**Research to build and present knowledge (W.8.7-W.8.9): Use credible sources, paraphrase and quote evidence in order to research, analyze and reflect.**

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| **Proficient** | **4.0 (100%)** | * The writer incorporated **trustworthy and significant sources** and explained if and when a source seemed **problematic.** * The writer **analyzed the relevance** of the reasons and evidence for the claim **as well as for the counterclaim** and helped reader understand each position. All analysis led readers to follow the line of argument. |
| **3.5 (93%)** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Progressing** | **3.0**  **(86%)** | * The writer could include even stronger evidence to support the argument. * The evidence needs to be analyzed further to support the claim. * The writer needs to do even more to address and refute the counter-argument |
| **2.5**  **(82%)** | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Basic** | **2.0**  **(76%)** | * The writer needs to use more evidence to support the claim. * The writer includes some evidence, but needs to do a lot more to show how it connects to the overall claim. * The writer mentions a counter-claim, but does not fully develop that argument or refute it. |
| **1.5**  **(72%)** | Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content |
| **Area of Concern** | **1.0**  **(66%)** | With help, partial success at score 2.0 content and score 3.0 content |
| **0.5**  **(62%)** | With help, partial success at score 2.0 content, but not at score 3.0 content |
| **No/Insufficient Evidence** | **0.0**  **(59%)** | Even with help, no success |

**Conventions of Standard English: Demonstrate command of the conventions of Standard English grammar and usage when writing (L.8.1-L.8.3)**

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| **Proficient** | **4.0 (100%)** | * The writer **spelled** accurately throughout. * The writer used **punctuation** to emphasize connections, strengthen tone, clarify and add complexity. Internal punctuation is used effectively, including the use of **ellipses** to insert excerpts from sources. * The writer used different **sentence structure** to achieve different purposes throughout (including appropriate verb shifts). * **Parenthetical citations** and the **Works Cited page** are accurate and complete. |
| **3.5 (93%)** | In addition to score 3.0 performance, partial success at score 4.0 content |
| **Progressing** | **3.0**  **(86%)** | * The writer checked spelling and punctuation, although there are some minor errors. * The writer somewhat varied sentence structure and verb usage to achieve different purposes. * Parenthetical citations and Works Cited page are somewhat accurate and complete |
| **2.5**  **(82%)** | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| **Basic** | **2.0**  **(76%)** | * The writer needs to do more proofreading. Frequent, repetitive errors are interfering with the overall understanding. * There is very little variety in sentence structure and verb usage. * The research is cited, although it is not always done correctly |
| **1.5**  **(72%)** | Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content |
| **Area of Concern** | **1.0**  **(66%)** | With help, partial success at score 2.0 content and score 3.0 content |
| **0.5**  **(62%)** | With help, partial success at score 2.0 content, but not at score 3.0 content |
| **No/Insufficient Evidence** | **0.0**  **(59%)** | Even with help, no success |