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| **CCSS** | **4 – Standard Exceeded** | **3 – Standard Met** | **2 – Standard Nearly Met** | | **1 – Standard Not Met** | **NS** |
| W.1.a | * Insightfully introduces a precise, knowledgeable claim, establishes the significance of the claim * Distinguishes the claim from alternate or opposing claims\* * Creates an organization that logically sequences the claim, counterclaims, reasons, and evidence\* | * Introduces a precise, knowledgeable claim, establishes the significance of the claim * Distinguishes the claim from alternate or opposing claims * Creates an organization that logically sequences the claim, counterclaims, reasons, and evidence | * Introduces a claim that may be somewhat unclear or confusing * Attempts to establish the significance of the claim, distinguish the claim from alternate or opposing claims * Attempts to create an organization that logically sequences the claim, counterclaim, reasons, and evidence | | * Does not introduce a precise, knowledgeable claim * Does not establish the significance of the claim * Does not distinguish the claim from alternate or opposing claims * Organization is not logical | Incoherent, Off-task, Illegible |
| W.1.b | * Develops the claim and counterclaims fairly and thoroughly\* * Supplies the most reliable and relevant evidence for each\* * Explains the strengths and limitations of claims and counterclaims that anticipate the audience’s knowledge level, concerns, values, and possible biases | * Develops the claim and counterclaim fairly and thoroughly * Supplies the most relevant evidence for each * Points out the strengths and limitations of claims and counterclaims that anticipate the audience’s knowledge level, concerns, values, and possible biases | * Develops an unclear or unfocused claim and attempts to acknowledge counterclaims * Evidence for each is somewhat confusing or underdeveloped * Attempts to anticipate the audience’s knowledge level, concerns, values, or possible biases | | * Does not develop the claim and counterclaims * Evidence is unreliable or irrelevant * Evidence does not anticipate the audience’s knowledge level, concerns, values, and possible biases |
| W.1.c | * Effectively uses a variety of rhetorical devices to support assertions | * Uses specific rhetorical devices to support assertions | * Attempts to use rhetorical devices to support assertions | | * Does not use rhetorical devices to support assertions |
| W.1.d | * Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between the claim and reasons, between reasons and evidence, and between the claim and counterclaims\* | * Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between the claim and reasons, between reasons and evidence, and between the claim and counterclaims | * Attempts to use words, phrases, clauses, or varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between the claim and reasons, between reasons and evidence, and between the claim and counterclaims | | * Does not use words, phrases, clauses, or varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between the claim and reasons, between reasons and evidence, and between the claim and counterclaims |
| W.1.e | * Establishes and consistently maintains a formal style and objective tone while insightfully attending to the norms and conventions of the task\* | * Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the task | * Attempts to establish or maintain a formal style or objective tone while attending to the norms and conventions of the task | | * A formal style and objective tone are not established. Does not attend to the norms and conventions of the task |
| W.1.f | * Provides an effective concluding statement or section that follows from and supports the argument presented | * Provides a concluding statement or section that follows from and supports the argument presented | * Provides a weak or confusing concluding statement or section that may not follow from and support the argument presented | | * Fails to provide a concluding statement or section that follows from or supports the argument presented |
|  | **STUDENT’s HOLISTIC SCORE for the Argument, circle one: 4 3 2 1 NS** | | | | |
| L.1,2 | * Utilizes effective and purposeful sentence structures * Skillfully uses punctuation, capitalization, grammar usage, and spelling to enhance meaning | * Utilizes effective sentence structures * Appropriately uses punctuation, capitalization, grammar usage, and spelling. Minor errors do not interfere with meaning | * Demonstrates some weakness in sentence structures * Inconsistently uses punctuation, capitalization, grammar usage, and spelling. Errors somewhat interfere with meaning | * Contains some weak and/or confusing sentence structures * Contains punctuation, capitalization, grammar usage, and spelling, errors that interfere with meaning | |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | | |  |

\*The criteria that define score points 4 and 3 are intentionally identical.  What distinguishes a 4 from a 3 is not the presence or absence of a particular element or strategy. Rather, it is the overall quality of execution and the level of language the writer employs.