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| **CC****SS** | **4 – Standard Exceeded** | **3 – Standard Met** | **2 – Standard Nearly Met** | **1 – Standard Not Met** | **NS** |
| W.1.a | * Insightfully introduces a claim
* Clearly distinguishes the claim from alternate or opposing claims
* Skillfully organizes the reasons and evidence in a logical manner
 | * Introduces a claim
* Distinguishes the claim from alternate or opposing claims
* Logically organizes the reasons and evidence
 | * Introduces a claim that may be somewhat unclear
* May not distinguish the claim from alternate or opposing claims or may not address alternate claims
* The focus of reasons and evidence may be confusing
 | * Does not introduce a claim or it may be unclear
* Does not address alternate claims
* The focus of reasons and evidence is illogical
 |  Incoherent, Off-task, Illegible |
| W.1.b | * Fully develops the claim and counterclaims fairly
* Supplies reliable and relevant evidence for each
* Demonstrates a solid understanding of the topic or text
 | * Develops the claim and counterclaims fairly
* Supplies evidence for each
* Demonstrates understanding of the topic or text
 | * Claim may be underdeveloped or may not acknowledge counterclaim
* Evidence for each may be somewhat confusing or underdeveloped
* May not demonstrate a complete understanding of the topic or text
 | * Does not develop a claim and counterclaims are not acknowledged
* Evidence is unreliable, irrelevant or not present
* Does not demonstrate understanding of the topic or text, or may not reference either
 |
| W.1.c | * Strategically uses words, phrases, and clauses to create cohesion
* Fully develops transitions to clarify the relationships among the claim, reasons, and evidence
 | * Uses words, phrases, and clauses to create cohesion
* Includes transitions to clarify the relationships among the claim, reasons and evidence
 | * Uses few words, phrases, or clauses to create cohesion
* Relationships among the claim, reasons, and evidence may be unclear or confusing
 | * Does not use words, phrases, or clauses create cohesion
* Relationships among the claim, reasons, and evidence are unclear or illogical
 |
| W.1.d | * Establishes and consistently maintains a formal style
 | * Establishes and maintains a formal style
 | * May not establish or maintain a formal style or it may be inconsistent
 | * A formal style is not present
 |
| W.1.e | * Provides an effective and insightful concluding statement or section that clearly 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.
 | * Does not 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 | * Demonstrates use of effective and purposeful sentence structures
* Skillfully uses punctuation, capitalization, grammar usage, and spelling to enhance meaning
 | * Utilizes purposeful 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 weak and/or confusing sentence structures
* Punctuation, capitalization, grammar usage, and spelling, errors that interfere with meaning
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|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** |  |