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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 claim * Clearly distinguishes the claim from alternate or opposing claims * Creates a logical and organization that establishes clear relationships among the claim, counterclaims, reasons, and evidence. | * Introduces a precise claim * Distinguishes the claim from alternate or opposing claims * Creates an organization that establishes clear relationships among the claim, counterclaims, reasons, and evidence. | * Introduces a claim that may be somewhat unclear, or it may be confusing. * Attempts to distinguish the claim from alternate or opposing claims * Attempts to establish clear relationships among the claim, counterclaims, reasons, and evidence | * Does not introduce a precise claim * Does not distinguish the claim from alternate or opposing claims. * Organization does not establish clear relationships among the claim, counterclaims, reasons, and evidence | Incoherent, Off-task, Illegible |
| W.1.b | * Fully develops both the claim and counterclaims fairly * Supplies reliable and relevant evidence for each * Thoroughly points out the strengths and limitations of claims and counterclaims that anticipate the audience’s knowledge level and concerns | * Develops the claim and counterclaims fairly * Supplies evidence for each * Points out the strengths and limitations of claims and counterclaims that anticipate the audience’s knowledge level and concerns | * Attempts to develop claim and acknowledge counterclaim * Evidence for each may be somewhat confusing or underdeveloped * Attempts to anticipate the audience’s knowledge level and concerns | * Does not develop a claim and counterclaims are not acknowledged * Evidence is unreliable, irrelevant or may not be present * Does not anticipate the audience’s knowledge level and concerns |
| W.1.c | * Strategically uses words, phrases, and clauses 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 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 few words, phrases, or clauses 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, or clauses 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.d | * 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 and/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.e | * Provides an effective 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 attempts to follow from and support the argument | * 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 | * 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/confusing sentence structures. * Punctuation, capitalization, grammar usage, spelling, errors interfere with meaning. |  |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | |  |