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| **CCSS** | **4 – Excelling** | **3 – Meeting** | **2 – Approaching** | **1 – Minimal Progress** | **NS** |
| W.6.  1.a | * Insightfully introduces a claim * Skillfully organizes the reasons and evidence in a logical manner | * Introduces a claim * Clearly organizes the reasons and evidence | * Introduces a claim that may be somewhat unclear * The focus of reasons and evidence may be confusing | * Does not introduce a claim or it may be unclear * The focus of reasons and evidence is illogical | Incoherent, Off-task, Illegible |
| W.6.  1.b | * Fully supports the claim with logical reasons * Supplies reliable and relevant evidence for each * Demonstrates a solid understanding of the topic or text | * Supports the claim with clear reasons * Supplies relevant evidence for each * Demonstrates understanding of the topic or text | * Attempts to support the claim * Evidence for each may be somewhat confusing or underdeveloped * May not demonstrate a complete understanding of the topic or text | * Does not support a claim * Evidence is unreliable, irrelevant or not present * Does not demonstrate understanding of the topic or text, or may not reference either |
| W.6.  1.c | * Strategically uses words, phrases, and clauses to clarify the relationships among the claim, reasons, and evidence | * Uses words, phrases, and clauses to clarify the relationships among the claim, reasons and evidence | * Uses few words, phrases, or clauses to clarify the relationships among the claim, reasons, and evidence | * Does not use words, phrases, or clauses to clarify the relationships among the claim, reasons, and evidence |
| W.6.  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.6.  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 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.6.  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 |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | |  |