**Argumentative Writing Scoring Guide**

*The student’s argumentative writing…*

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| **Level 2 Application** | **C:\Users\schwenneje\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\STYDN3ON\MC900442153[1].png** | **Level 3 Application** | **C:\Users\schwenneje\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\STYDN3ON\MC900442153[1].png** | **Level 4 Application** | **C:\Users\schwenneje\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\STYDN3ON\MC900442153[1].png** |
| Introduces a claim. |  | Organizes reasons and evidence logically. |  | Demonstrates a command of voice and style that rises above formulaic writing. |  |
| Acknowledges a counterclaim. |  | Supports the claim with logical reasoning and relevant evidence |  |  |  |
| Provides a concluding statement. |  | Supports the claim with accurate, credible sources |  |  |  |
|  |  | Uses appropriate transitions to create cohesion and clarify the relationships among claims, counterclaims, and evidence. |  |  |  |
|  |  | Establishes and maintains a formal style. |  |  |  |
|  |  | Constructs a concluding statement that follows from and supports the information or explanation presented. |  |  |  |

**Scoring Guide**

*As yourself these questions…*

* If a student has met NO Level 2 criteria, their score is a **0**
* If a student has met 1 Level 2 criterion, their score is *at least* a **1**
* If a student has met 2 Level 2 criteria, their score is *at least* a **1.5**
* If a student has met all 3 Level 2 criteria, their score is *at least* a **2**
* If a student has met 4 or more Level 3 criteria and all level 2 criteria, their score is *at least* a **2.5**
* If a student has met all 6 Level 3 criteria and all level 2 criteria, their score is *at least* a **3**
* If a student has met the Level 4 criterion and all level 2 and 3 criteria, their score is a **4**

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| **Multidimensional Proficiency Connections** |
| **Analyzing Textual Evidence** | **Evaluating Arguments and Purpose** | **Applying Grammar and Mechanics** |
| Support analysis with inferences and textual evidence. | Evaluate the argument and specific claims in a text, assessing whether the reasoning is logical. | Choose among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas. |
|  | Evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient. | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| Identify irrelevant evidence in a text. | Recognize and correct inappropriate subject-verb agreement |
| Analyze how an author acknowledges and responds to conflicting evidence or viewpoints in a text. | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
| Analyze how and why two or more texts provide opposing information on matters of facts or interpretation of the same topic. | Use an ellipsis to indicate an omission. |