[CCSS.ELA-Literacy.W.1](http://www.corestandards.org/ELA-Literacy/CCRA/W/1/) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description** | **5 (A)** | **4 (B)** | **3 (C)** | **2 (D)** | **1 (F)** |
| **Claim**  The claim/thesis focuses the reader on the topic for which an argument is being advanced. | * The writing skillfully introduces precise and knowledgeable claim(s). * Skillfully establishes significance of the claim. * Skillfully distinguishes the claim from alternate or opposing claims. | * The writing effectively introduces precise and knowledgeable claim(s). * Effectively establishes significance of the claim. * Effectively distinguishes the claim from alternate or opposing claims.. | * The writing adequately introduces precise and knowledgeable claim(s). * Adequately establishes significance of the claim. * Adequately distinguishes the claim from alternate or opposing claims. | * The writing inconsistently introduces precise and knowledgeable claim(s). * Inconsistently establishes significance of the claim. * Ineffectively distinguishes the claim from alternate or opposing claims. | * The writing minimally introduces a claim(s). * Minimally establishes significance of the claim. * Minimally distinguishes the claim from alternate or opposing claims. |
| **Development/**  **Organization**  The response addresses the prompt and develops claims and counterclaims.  The response includes evidence which supports the claims and counterclaims.  The response uses transitions to link sections and to create a cohesive argument.  The response provides a clear conclusion in support of the claim. | * The writing skillfully addresses the writing prompt. * Skillfully introduces the topic and context. * Skillfully develops and supports claims by integrating sufficient, relevant evidence. * Skillfully uses transitional words and phrases to link sections, to create cohesion, and to clarify relationships. * Provides an exceptional conclusion in support of the claim. | * The writing effectively addresses the writing prompt. * Effectively introduces the topic and context. * Effectively develops and supports claims by integrating sufficient, relevant evidence. * Effectively uses transitional words and phrases to link sections, to create cohesion, and to clarify relationships. * Provides an effective conclusion in support of the claim. | * The writing adequately addresses the writing prompt. * Adequately introduces the topic and context. * Adequately develops and supports claims by integrating sufficient, relevant evidence. * Adequately uses transitional words and phrases to link sections, to create cohesion, and to clarify relationships. * Provides an adequate conclusion in support of the claim. | * The writing ineffectively addresses the writing prompt. * Inconsistently introduces the topic and context. * Ineffectively develops and supports claims by integrating sufficient, relevant evidence. * Ineffectively uses transitional words and phrases. * Provides an ineffective or contradictory conclusion. | * The writing minimally addresses the writing prompt. * Minimally introduces the topic and context. * Minimally develops and supports claims by integrating sufficient, relevant evidence. * Minimally uses transitional words and phrases to link sections, to create cohesion, and to clarify relationships. * Provides little to no conclusion in support of the claim. |
| **Reading/Research**  The response utilizes appropriate academic and credible resources.  The response includes discipline specific requirements IE APA, MLA | * Skillfully supports claim with relevant and sufficient facts and details with accuracy and insight. * Skillfully uses evidence and/or relevant and significant research from credible and academic resources. * Uses correct MLA/APA as well as in-text citations without errors. | * Effectively supports claim with relevant and sufficient facts and details with accuracy. * Effectively uses evidence and/or relevant and sufficient research from credible and academic resources. * Uses correct MLA/APA as well as in-text citations with few errors. | * Adequately supports claim with relevant and sufficient facts and details with accuracy. * Uses some evidence and/or relevant research from credible and academic resources. * Uses correct MLA/APA as well as in-text citations with some errors. | * Inconsistently supports claim with relevant and sufficient facts and details with accuracy and insight. * Ineffectively attempts to use evidence and/or relevant research from credible and academic resources. * Uses MLA/APA as well as in-text citations with several errors. | * Minimally supports claim with facts and details and/or with inaccuracy. * Little to no attempt to use evidence and/or relevant research from credible and academic resources. * Uses MLA/APA as well as in-text citations with many major errors. |
| **Language, Style & Conventions**  The response demonstrates command of standard English conventions of usage and mechanics. | * Skillfully employs language and tone appropriate to audience and purpose. * The response demonstrates exceptional control of grammar, usage, punctuation, sentence structure and spelling. | * Effectively employs language and tone appropriate to audience and purpose. * The response demonstrates consistent control of grammar, usage, punctuation, sentence structure and spelling. | * Employs adequate use language and tone appropriate to audience and purpose. * The response demonstrates control of grammar, usage, punctuation, sentence structure and spelling. | * Demonstrates inconsistent control of language and tone appropriate to audience and purpose. * The response demonstrates some control of grammar, usage, punctuation, sentence structure and spelling. | * Demonstrates little control of language and tone appropriate to audience and purpose. * The response demonstrates little control of grammar, usage, punctuation, sentence structure and spelling. |

Comments: Score/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_