[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.

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| **Description** | **5 (90-100)** | **4 (80-89)** | **3 (70-79)** | **2 (65-69)** | **1 (0-64)** |
| **Claim**The claim/thesis focuses the reader on the topic for which an argument is being advanced. | * Skillfully introduces precise and knowledgeable claim(s).
* Skillfully establishes significance of the claim.
* Skillfully distinguishes the claim from alternate or opposing claims.
 | * Effectively introduces precise and knowledgeable claim(s).
* Effectively establishes significance of the claim.
* Effectively distinguishes the claim from alternate or opposing claims.
 | * Inefficiently introduces precise and knowledgeable claim(s).
* Inefficiently establishes significance of the claim.
* Inefficiently distinguishes the claim from alternate or opposing claims.
 | * Ineffectively introduces precise and knowledgeable claim(s).
* Ineffectively establishes significance of the claim.
* Ineffectively distinguishes the claim from alternate or opposing claims.
 | * The thesis/claim cannot be easily identified or is missing.
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| **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. | * 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.
 | * 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.
 | * Inefficiently addresses the writing prompt.
* Inefficiently introduces the topic and context.
* Inefficiently develops and supports claims by integrating sufficient, relevant evidence.
* Inefficiently uses transitional words and phrases to link sections, to create cohesion, and to clarify relationships.
* Provides an inefficient conclusion in support of the claim.
 | * Ineffectively addresses the writing prompt.
* Ineffectively 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.
 | * Fails to address the writing prompt.
* Fails to introduce the topic and context.
* Fails to develop and support claims by integrating sufficient, relevant evidence.
* Fails to use transitional words and phrases to link sections, to create cohesion, and to clarify relationships.
* Provides little to no conclusion in support of the claim.
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| **Description** | **5 (90-100)** | **4 (80-89)** | **3 (70-79)** | **2 (65-69)** | **1 (0-64)** |
| **Evidence/Research\***The response utilizes appropriate academic and credible resources.Writing should provide context, evidence, and analysis.The response includes discipline specific requirements IE APA, MLA\*Student must score a “3” or better in this descriptor in order for the overall essay to meet standard.  | * Skillfully uses evidence and/or relevant credible and academic resources.
* Uses correct MLA / APA as well as in-text citations without errors.
 | * 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.
 | * Uses some evidence and/or relevant research from credible and academic resources.

 May lack* context, or
* evidence, or
* analysis
* Uses correct MLA/ APA as well as in-text citations with some errors
 | * Ineffectively attempts to use evidence and/or relevant research from credible and academic resources.

 May lack * context, or
* evidence, or
* analysis
* Uses MLA/APA as well as in-text citations with several errors.
 | * 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 errors.
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| **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 language and tone appropriate to audience and purpose.
* The response demonstrates control of grammar, usage, punctuation, sentence structure and spelling.
 | * Demonstrates some 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.
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Comments: Score/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_