[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. |
| **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. |
| **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. |
| **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. |

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