SCORING GUIDE for ARGUMENT ESSAY

**DEVELOPMENT**

**\_\_\_\_ 4** uses **well-chosen**, and sufficient evidence to **insightfully** support claim(s) and counterclaim(s)2 , and

 **thoroughly** explains and elaborates, connecting the evidence to claim(s) and counterclaim(s),2 and

 shows a **clear** understanding of the topic and text

**\_\_\_\_3** uses **relevant** and sufficientevidence to **adequately** supports claim(s) and counterclaim(s)2 , and

 **adequately** explains and elaborates, connecting the evidence to claim(s) and counterclaim(s),2 and

 shows a **sufficient** understanding of the topic and text

**\_\_\_\_2** uses **mostly relevant**, but **insufficient** evidence that **partially** supports claim(s) and counterclaim(s)2 ,

 and explains **some** of the evidence, connecting **some** of the evidence to claim(s) and counterclaim(s),2

and shows only a **partial** understanding of the topic and text

**\_\_\_\_1** uses **mostly** **irrelevant or no** evidence from the text and **inadequately** supports claim(s) and

 counterclaim(s),2 and shows **little** understanding of the topic and text

**FOCUS & ORGANIZATION**

**\_\_\_\_4** contains an **effective** introduction; states and maintains a clear and **sophisticated argument;**

 **effectively** organized to order reasons and evidence to create unity; **effectively** clarifies relationships

 connecting claim(s) and counterclaim(s);2 contains an **effective** conclusion

**\_\_\_\_3** contains a **relevant** introduction; states and maintains a **clear** **argument; adequately** organized to

 order reasons and evidence to create unity; clarifies **most** relationships connecting claim(s) and

 counterclaim(s);2 contains an **adequate** conclusion

**\_\_\_\_2** contains an **limited** introduction; states a **weak argument; attempts** to organized to order **some**

reasons and evidence; clarifies **some** relationships among claim(s) and counterclaim(s);2 contains a

 **limited** conclusion

**\_\_\_\_1** contains **no** introduction; states an **unclear** **argument;** shows an **unclear** organizational structure; **fails**

 **to** clarify relationships among claim(s) and counterclaim(s);2 contains **no** conclusion

**LANGUAGE**

**\_\_\_\_4** uses **consistent** and **sophisticated** language and vocabulary; uses **sophisticated** and varied sentence

 structure; uses **sophisticated** and varied transitional words and phrases; **effectively** maintains a formal

 writing style

**\_\_\_\_3**  **consistently** uses precise language and **grade-level** vocabulary; uses **varied** sentence structures; uses

 **appropriate** and varied transitional words and phrases; **establishes** and **maintains** a formal writing

 style

**\_\_\_\_2 inconsistently** uses precise language and **little** grade-level vocabulary; **little** variety of sentence

 structures; uses **basic or repetitive** transitional words and phrases; **inconsistent** formal writing style

**\_\_\_\_1 little to no** precise language or grade-level vocabulary**; little or no** variety in sentence structure; **no or**

 **few** transitional words and phrases; **does not establish** or **maintain** a formal writing style

**CONVENTIONS**

**\_\_\_\_4** shows **consistent and sophisticated** use of grade-level conventions of standard written English; may contain a few minor errors

**\_\_\_\_3** shows **consistent** use of grade-level conventions of standard written English; contains **some minor or**

 **major errors**, but do not interfere with the meaning

**\_\_\_\_2** shows **inconsistent** use of grade-level conventions of standard written English; contains **many errors**

 that **significantly interfere** with the meaning

**\_\_\_\_1** shows **limited** use of grade-level conventions of standard written English; contains **many and repeated**

 errors that **seriously restrict** the meaning