Name: Date:

**Argumentative Essay**

**I can write arguments to support claims with clear reasons and relevant evidence.**

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| **Exceeding Standard(4)** | **Meeting Standard (3)** | **Approaching Standard (2)** | **Attempting Standard (1)** |
| The argument supports a claim with significant and clear reasons and evidence | The argument supports a claim with clear reasons and relevant evidence. | The argument supports a claim with some reasons and evidence. | The argument does not support a claim and/or doesn’t have clear reasons and relevant evidence. |
| The writer introduces the claim hooking readers, and distinguishing that argument from others. | The writer introduces the claim and shows opposing arguments. | The writer’s introduction to the claim and reference to the opposing side is not clear. | The writer does not introduce the claim or show the opposing side. |
| The writer organizes his/her reasons and evidence in a sophisticated manner. | The writer organizes his/her reasons and evidence logically. | The writer’s organization of reasons and evidence is not logical. | The writer has no organizational system for presenting clear reasons and evidence. |
| The writer uses powerful transition words and phrases to show the relationship between parts and move the writing forward. | The writer uses transition words and phrases to write clearly and show relationships between counterclaims, reasons, and evidence. | The writer uses some transition words and phrases to show relationships between counterclaims, reasons and evidence. | The writer does not use transition words and phrases making the writing unclear. |
| The writer uses third person and an academic voice that clearly articulates points. | The writer uses third person and writes formally using an academic voice. | The writer does not use third person or the writing is not written formally using an academic voice. | The writer uses personal pronouns and writes with an informal or conversationalist voice. |
| The writer provides a conclusion that includes the significance of his/her argument and/or offers additional insight, implications, questions, or challenges. | The writer provides a conclusion that supports his/her argument. | The writer has a conclusion but it does not support his/her argument. | The writer does not have a conclusion to support his/her argument. |

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|  |  | **Proficient** | **Approaching** |
| Spelling | The student used resources correctly to be sure words are spelled correctly. |  |  |
| Capitalization | Correct capitalization is used for proper nouns and adjectives, as well as at the beginning of sentences. |  |  |
| Sentence Structure | All sentences are complete. There are no run-ons or fragments. Sentences are varied for effect. |  |  |
| Punctuation | Correct punctuation, including end marks and commas, is maintained throughout the writing. |  |  |