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| **7th grade - On Demand Argument****Formative Assessment Scores** | O/D name/date | O/D name/date |
| **Criteria** | **1 - Beginning** | Student # | Student # |
| **Purpose and Focus**W7.1.a-d; W7.4 | * Launches directly into topic with no introduction.
* Shows limited awareness of purpose.
* Shows limited awareness of audience’s needs by providing little or no context.
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| **Idea Development**W7.1.a-d; W7.4 | * Includes some facts and/or details, but does not give reasons for their inclusion, or facts and/or details do not support a particular claim.
* Uses few or no sources.
* Shows limited understanding of the topic or text.
* Ends seemingly in the middle of a section with no sense of closure.
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| **Structure**W7.1.a-d; W7.4 | * Includes Ideas, reasons, facts and/or details that appear to be in no particular order.
* Use of transitional words, phrases and clauses to link ideas and reasons is limited or ineffective.
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| **Research\***W7.7-9 | * Attempts to quote or paraphrase the data and conclusions of others (may or may not avoid plagiarism).
* Does not cite sources.
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| **Language****and****Conventions**L7.1-3 | * Shows little evidence of correct grammar and usage.
* Makes convention errors (capitalization, punctuation, and spelling) that impede communication.
* Shows little or no evidence of using knowledge of language and its conventions to create reader interest and style.
* Shows little or no awareness of good word choice to convey appropriate tone for audience; does not establish a formal style.
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| **Criteria** | **2 - Approaching** |  |  |
| **Purpose and Focus**W7.1.a-d; W7.4 | * Introduces the topic vaguely or bluntly.
* Shows some awareness of purpose by implying a claim(s).
* Indicates some awareness of audience’s needs by providing some context.
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| **Idea Development**W7.1.a-d; W7.4 | * Includes facts and details and connects them to the reasons they support, but makes some inaccurate connections or fails to account for some information.
* Uses limited sources that may be insufficient to support the intended claim(s) and/or lack credibility.
* Shows some understanding of the topic or text.
* Provides a concluding statement or sentences that may feel abrupt or insufficient.
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| **Structure**W7.1.a-d; W7.4 | * Groups ideas, reasons, facts, and details into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order.
* Uses some transitional words, phrases and clauses, but may be repetitive or awkward.
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| **Research\***W7.7-9 | * Quotes or paraphrases the data and conclusions of others with lapses in accuracy (may or may not avoid plagiarism).
* Provides some source information.
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| **Language****and****Conventions**L7.1-3 | * Shows some evidence of correct grammar and usage.
* Use of conventions (capitalization, punctuation, and spelling) is mostly correct; errors do not impede communication.
* Shows some evidence of using knowledge of language and its conventions to create reader interest and style.
* Makes some good word choice to convey appropriate tone, but also uses language that is simple or unfitting for audience/purpose; does not consistently maintain a formal style.
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| **Criteria** | **3 - Competent\*** |  |  |
| **Purpose and Focus**W7.1.a-d; W7.4 | * Orients the reader with an introduction to the topic.
* Establishes a purpose by stating a claim(s).
* Indicates an awareness of audience’s needs by providing relevant contextual details.
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| **Idea Development**W7.1.a-d; W7.4 | * Supports claim with clear reasons and relevant evidence.
* Uses credible and sufficient sources to support the claim(s).
* Shows a clear understanding of the topic or text.
* Provides a concluding statement or section that follows from the argument presented.
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| **Structure**W7.1.a-d; W7.4 | * Groups related ideas, reasons, facts, and details into sections or paragraphs that are logically ordered.
* Uses a variety of transitional words, phrases and clauses to clarify the relationships among claim(s) and reasons.
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| **Research\***W7.7-9 | * Quotes or paraphrases the data and conclusions of others accurately (with no evidence of plagiarism).
* Provides basic bibliographic source information.
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| **Language****and****Conventions**L7.1-3 | * Shows command of the conventions of standard English grammar and usage.
* Shows command of the conventions of standard English capitalization, punctuation, and spelling.
* Uses knowledge of language and its conventions to create reader interest and style, e.g., varies sentence patterns for meaning, reader interest and style.
* Chooses words to convey an appropriate tone for audience and purpose; consistently maintains a formal style.
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| **Criteria** | **4 - Advanced** |  |  |
| **Purpose and Focus**W7.1.a-d; W7.4 | * Orients and engages the reader with an angled and compelling introduction.
* Establishes a purpose by making a convincing claim(s).
* Indicates strong awareness of audience’s needs by providing context and anticipating reader’s response to claim(s).
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| **Idea Development**W7.1.a-d; W7.4 | * Supports claim with clear, compelling reasons and relevant evidence.
* Uses credible and compelling sources that fully support the claim(s).
* Shows an insightful understanding of the topic or text.
* Provides a compelling concluding statement that follows from the argument presented.
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| **Structure**W7.1.a-d; W7.4 | * Groups ideas, reasons, facts, and details into sections or paragraphs that are strategically ordered to strengthen the impact of the claim (e.g., presenting and refuting opposing side or ordering reasons from least to most compelling).
* Uses transitional words, phrases and clauses, including some that are sophisticated (e.g., to show cause/effect, compare/contrast, sequence, etc.).
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| **Research\***W7.7-9 | * Quotes or paraphrases the data and conclusions of others with consistent accuracy (with no evidence of plagiarism).
* Provides bibliographic source information accurately and consistently.
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| **Language****and****Conventions**L7.1-3 | * Shows and maintains a consistent command of the conventions of standard English grammar and usage.
* Shows and maintains a consistent command of the conventions of standard English capitalization, punctuation, and spelling.
* Uses knowledge of language and its conventions to skillfully connect with audience.
* Chooses words carefully to convey and maintain an appropriate tone for audience and purpose within a formal style.
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\* Not assessed in On Demand Writing