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| **9-10th grade - On Demand Argument****Formative Assessment Scores** | **FALL BASELINE** | **MID-YEAR****ASSESSMENT** |
| **Criteria** | **1 - Beginning** | Student # | Student # |
| **Purpose and Focus**W9-10.1.a-d; W9-10.4 | * Launches directly into topic with no introduction.
* Shows limited awareness of purpose.
* Does not acknowledge alternate or opposing claims.
* Shows limited awareness of audience’s needs by providing little or no context.
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| **Idea Development**W9-10.1.a-d; W9-10.4 | * 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.
* Ends seemingly in the middle of a section with no sense of closure.
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| **Structure**W9-10.1.a-d; W9-10.4 | * 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\***W9-10.7-9 | * Includes minimal research but relevance is not clear (may or may not avoid plagiarism).
* Does not cite sources.
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| **Language****and****Conventions**L9-10.1-3 | * Shows little evidence of correct grammar and usage.
* Makes several convention errors (spelling, punctuation, capitalization) that impede communication.
* Shows little or no evidence of using knowledge of language and its conventions to create reader interest.
* Shows limited understanding of appropriate style and tone. Does not apply the norms and conventions of the topic’s discipline.
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| **Criteria** | **2 - Approaching** |  |  |
| **Purpose and Focus**W9-10.1.a-d; W9-10.4 | * Introduces the topic vaguely or bluntly.
* Shows some awareness of purpose by implying or suggesting a claim(s).
* Attempts to acknowledge alternate or opposing claims.
* Indicates some awareness of audience’s needs by providing some context.
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| **Idea Development**W9-10.1.a-d; W9-10.4 | * Attempts to develop implied claim and counterclaims fairly, supplying some evidence for each.
* Provides a conclusion that may feel abrupt or insufficient.
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| **Structure**W9-10.1.a-d; W9-10.4 | * Attempts to create an organization that establishes relationships among the implied claim(s), counterclaims, reasons, and evidence.
* Groups ideas, reasons, facts, and details into sections that feel mostly cohesive, but may also include some irrelevant information. These sections lack clear transitions and appear to be in no particular order.
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| **Research\***W9-10.7-9 | * Integrates some researched information into text with minor lapses (may or may not avoid plagiarism).
* Cites sources inconsistently
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| **Language****and****Conventions**L9-10.1-3 | * Shows some evidence of correct grammar and usage.
* Makes some convention errors (spelling, punctuation, capitalization) that do not impede communication.
* Shows some evidence of using knowledge of language to create reader interest.
* Establishes a formal style but is inconsistent; uses objective tone with lapses; attempts to apply the norms and conventions of the topic’s discipline.
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| **Criteria** | **3 - Competent** |  |  |
| **Purpose and Focus**W9-10.1.a-d; W9-10.4 | * Orients the reader with an introduction to the topic.
* Establishes a purpose by making a precise claim(s).
* Distinguishes the claim(s) from alternate or opposing claims.
* Indicates an awareness of audience’s needs by providing relevant contextual details.
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| **Idea Development**W9-10.1.a-d; W9-10.4 | * Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience’s knowledge level/concerns.
* Provides a concluding statement or section that follows from the argument presented.
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| **Structure**W9-10.1.a-d; W9-10.4 | * Creates an organization that establishes valid relationships among claim(s), counterclaims, reasons, and sufficient evidence.
* Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
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| **Research\***W9-10.7-9 | * Integrates researched information selectively into text to maintain flow of ideas (with no evidence of plagiarism).
* Follows standard citation format.
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| **Language****and****Conventions**L9-10.1-3 | * Shows command of the conventions of standard English grammar and usage.
* Shows command of the conventions of standard English capitalization, punctuation, and spelling.
* Applies knowledge of language to make effective choices for meaning or style.
* Establishes a formal style and objective tone while attending to the norms and conventions of the topic’s discipline.
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| **Criteria** | **4 - Advanced** |  |  |
| **Purpose and Focus**W9-10.1.a-d; W9-10.4 | * Orients and engages the reader with an angled and compelling introduction.
* Establishes a purpose by making a precise, convincing claim(s).
* Distinguishes the claim from alternate or opposing claims demonstrating awareness of complexities of the issue.
* Indicates strong awareness of audience’s needs by providing context and anticipating reader’s response to claim(s).
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| **Idea Development**W9-10.1.a-d; W9-10.4 | * Develops claim(s) and counterclaims fairly, supplying compelling evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
* Provides a compelling concluding statement or section that builds on the argument.
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| **Structure**W9-10.1.a-d; W9-10.4 | * Creates an organization that establishes valid relationships among claim(s), counterclaims, reasons, and sufficient, compelling evidence.
* Uses words, phrases, and clauses as well as varied syntax skillfully to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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| **Research\***W9-10.7-9 | * Integrates researched information selectively to maintain and enhance flow of ideas (without plagiarism).
* Consistently follows standard citation.
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| **Language****and****Conventions**L9-10.1-3 | * 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.
* Applies knowledge of language and its functions to skillfully connect with audience.
* Establishes and consistently maintains a formal style and objective tone while attending to the norms and conventions of the topic’s discipline.
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\* Not assessed in On Demand Writing