Fall prompt title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mid-year prompt title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **11-12th grade - On Demand Argument**  **Formative Assessment Scores** | | **FALL BASELINE** | **MID-YEAR**  **ASSESSMENT** |
| **Criteria** | **1 - Beginning** | Student # | Student # |
| **Purpose and Focus**  W11-12.1.a-d; W11-12.4 | * 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. |  |  |
| **Idea Development**  W11-12.1.a-d; W11-12.4 | * 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. |  |  |
| **Structure**  W11-12.1.a-d; W11-12.4 | * 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. * Ends seemingly in the middle of a section with no sense of closure. |  |  |
| **Research\***  W11-12.7-9 | * Includes minimal research but relevance is not clear (may or may not avoid plagiarism). * Does not cite sources. |  |  |
| **Language and**  **Conventions**  L11-12.1-3 | * Shows little evidence of correct grammar and usage. * Makes several convention errors (e.g., spelling, punctuation, capitalization) that impede communication. * Shows limited understanding of appropriate style and tone.   Shows limited understanding of appropriate style and tone. |  |  |

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| **Criteria** | **2 - Approaching** |  |  |
| **Purpose and Focus**  W11-12.1.a-d; W11-12.4 | * 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. |  |  |
| **Idea Development**  W11-12.1.a-d; W11-12.4 | * Attempts to create an organization that establishes clear relationships among the implied claim(s), counterclaims, reasons, and evidence. * Attempts to develop implied claim(s) and counterclaims fairly and thoroughly, supplying the some evidence for each. |  |  |
| **Structure**  W11-12.1.a-d; W11-12.4 | * Groups ideas, reasons, facts, and details into sections or paragraphs that feel mostly cohesive, but may also include some irrelevant information. These sections or paragraphs appear to be in no particular order. * Provides a concluding statement or sentences that may feel abrupt or insufficient. |  |  |
| **Research\***  W11-12.7-9 | * Integrates some researched information into text with minor lapses (may or may not avoid plagiarism). * Cites sources inconsistently |  |  |
| **Language and**  **Conventions**  L11-12.1-3 | * Shows some evidence of correct grammar and usage. * Makes some convention errors (e.g., spelling, punctuation, capitalization) that do not impede communication. * Establishes a formal style but is inconsistent; uses objective tone with lapses. |  |  |

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| **Criteria** | **3 - Competent\*** |  |  |
| **Purpose and Focus**  W11-12.1.a-d; W11-12.4 | * Orients the reader with an introduction to the topic. * Establishes a purpose by making a precise, knowledgeable claim(s). * Distinguishes the claim(s) from alternate or opposing claims.   Indicates an awareness of audience’s needs by providing relevant contextual details. |  |  |
| **Idea Development**  W11-12.1.a-d; W11-12.4 | * Creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and sufficient evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |  |  |
| **Structure**  W11-12.1.a-d; W11-12.4 | * 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. * Provides a concluding statement or section that follows from and supports the argument presented. |  |  |
| **Research\***  W11-12.7-9 | * Integrates researched information selectively into text to maintain flow of ideas (with no evidence of plagiarism). * Follows standard citation format. |  |  |
| **Language and**  **Conventions**  L11-12.1-3 | * Shows evidence of correct grammar and usage, * Uses conventions correctly (e.g., spelling, punctuation, capitalization). * Establishes and maintains a formal style and objective tone. |  |  |

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| **Criteria** | **4 - Advanced** |  |  |
| **Purpose and Focus**  W11-12.1.a-d; W11-12.4 | * Orients and engages the reader with an angled and compelling introduction. * Establishes a purpose by making a precise, knowledgeable 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). |  |  |
| **Idea Development**  W11-12.1.a-d; W11-12.4 | * Creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and sufficient, compelling evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant and compelling evidence for each while pointing out the strengths and limitations of both in a manner that anticipates and addresses the audience’s knowledge level, concerns, values, and possible biases. |  |  |
| **Structure**  W11-12.1.a-d; W11-12.4 | * 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. * Provides a compelling concluding statement or section that follows from and supports the argument presented. |  |  |
| **Research\***  W11-12.7-9 | * Integrates researched information selectively to maintain and enhance flow of ideas (without plagiarism). * Consistently follows standard citation. |  |  |
| **Language and**  **Conventions**  L11-12.1-3 | * Demonstrates control of correct grammar and usage, throughout. * Uses conventions (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing. * Establishes and consistently maintains a formal style and objective tone. |  |  |

\* Not assessed in On Demand Writing