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|  | **Research-Based Argumentative Essay** | | | | | |
| Scoring Criteria | Above Mastery  4 | Mastery of Grade Level Standards  3 | Approaching Mastery  2 | Novice  1 | No Observable effort  0 | Weight |
| **Introduction** | The introduction crafts a claim, including a lead, which takes a clear stance on the topic. | Introduces a claim by showing an attempt to convince the reader to agree with the claim. | Introduction is missing either a claim or a stance. | Introduction is missing. | Off task or topic – use behavior checklist to determine “0” score | 1 |
| **Organizational Structure** | A logical organizational text structure clearly connects to the main idea in a way that sways the reader to support the claim. Thoughtful transitions clearly connect ideas. | A logical organizational text structure aids reader comprehension. Transitions move the reader forward. | Organizes reasons and evidence using transitions. | Reasons are presented in a list-like manner, and are not supported by transitions. |  | 2 |
| **Elaboration/**  **Supporting Evidence** | Uses a variety of forms of elaboration to illuminate the value of the textual evidence and its relevance to the argument. | Supports claims with reasons that clearly align with the writer’s stance and that are based on evidence. | Evidence is loosely connected to the reasons or the central argument, or is based on questionable source material. | Reasons or evidence is missing. |  | 3 |
| **Citations** | Credible, text-based citations support the writer’s stance. Writer may also comment on the authority of the evidence. | Credible, text-based citations demonstrate an understanding of the topic. | Citations are loosely connected to reason or argument. | Citations are missing or confusing. |  | 1 |
| **Conclusion** | Crafts a concluding statement or section, following the argument, which enhances the claim. | Provides a concluding statement or section, which restates the claim or stance. | Provides a concluding statement. | No concluding statement is evident. |  | 1 |
| **Style** | Establishes and maintains the formal style of an essayist, using academic/technical vocabulary, as well as descriptive words and phrases and/or sensory details. | Establishes and maintains a formal style. Includes appropriate vocabulary.  . | Attempts a formal style, but at times falls into a more informal way of writing, as if talking to a friend rather than composing an essay. | Style provides limited effectiveness. |  | 1 |
| **Conventions** | The writer demonstrates a good grasp of standard writing conventions (such as spelling, punctuation, capitalization, grammar, usage, and paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that minor touch- ups would get the piece ready to publish. | The writing demonstrates control of standard writing conventions (such as punctuation, spelling, capitalization, grammar, and usage). Significant errors rarely occur. Minor errors, while perhaps noticeable, do not impede readability. | The writer shows inconsistent control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability, but at other times, errors are distracting and impair readability. | Errors in spelling, punctuation, capitalization, usage, and grammar or paragraphing repeatedly distract the reader and make the text difficult to read. |  | 1 |