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|  | Argument | Development | Organization | Language Use |
|  | W5.1, W5.4 | W5.1b | W5.1a, W5.1c, W5.1e |  L5.1, L5.2, L5.3, L5.4 |
| Score: 5Responses at this score point demonstrate **capable skill** in writing an argument. | \*Provides a thoughtful opinion/argument. \*Uses clear and relevant reasons and examples. \*Essay purposefully moves from reasons to supporting details. | \*Ideas are capably explained and supported.\*Purposeful use of supporting reasons and/or detailed examples. | \*Purposeful introduction, opinion statement, support, and conclusion.\*Transitions are always used correctly. | \*Clear meaning.\*Usually precise word choice.\*Many different types of sentences present.\*Maintain appropriate persuasive voice throughout essay.\*Grammar, usage, and mechanics DO NOT interfere with understanding. |
| Score: 4Responses at this score point demonstrate **adequate skill** in writing an argument. | \*Provides a clear opinion/argument.\*Uses clear and mostly relevant reasons and examples.\*Essay clearly moves from reasons to supporting details.  | \*Ideas are adequately explained and supported.\*Satisfactory use of supporting reasons and/or detailed examples. | \*Clear but simple introduction, opinion statement, support, and conclusion.\*Transitions are mostly used correctly. | \*Clear meaning.\*Sometimes precise word choice.\* Some different types of sentences present.\*Inconsistently maintained persuasive voice throughout essay.\*Grammar, usage, and mechanics RARELY interfere with understanding. |
| Score: 3Responses at this score demonstrate **some developing skill** in writing an argument. | \*Provides a somewhat clear opinion/argument. \*Uses somewhat relevant reasons and examples.\*Essay sometimes connects reasons to supporting details. | \*Ideas are sometimes explained and supported.\*Some use of supporting reasons and/or relevant examples. | \*Some use of an introduction, opinion statement, support, and conclusion.\*Transitions are sometimes used correctly. | \*Somewhat clear meaning.\*Plain and sometimes incorrect work choice.\*Mostly only one type of sentence.\*Inconsistently maintained persuasive voice throughout essay; voice only sometimes appropriate for essay.\*Grammar, usage, and mechanics SOMETIMES interfere with understanding. |
| Score: 2Responses at this score point demonstrate **weak or inconsistent skill** in writing an argument. | \*Provides a poor opinion/argument.\*Uses unclear, incomplete, and/or irrelevant reasons and examples.\*Essay weakly and/or incompletely connects big reasons to supporting details. | \*Ideas are unclear or not clearly supported.\*Little use of supporting reasons and/or relevant examples. | \*Little use of an introduction, opinion statement, support, and conclusion.\*Transitions are rarely used correctly. | \*Unclear meaning. \*Basic and often incorrect word choice.\*Sentences are somewhat unclear.\*Voice is mostly not persuasive.\*Grammar, usage, and mechanics USUALLY interfere with understanding. |
| Score: 1 Responses at this score point demonstrate **little or no skill** in writing an argument. | \*Writes to show little or no opinion/argument.\*No reasons or examples used.\*Essay lacks connection between reasons and supporting details. | \*Ideas lack explanation and support.\*No use of supporting reasons and/or relevant examples. | \*No evidence of an introduction, opinion statement, support, and/or conclusion.\*Transitions are never used correctly or are missing. | \*Little or no meaning.\*Incorrect word choice. Difficult to understand.\*Sentences are mostly unclear.\*Voice is never persuasive in essay.\*Grammar, usage, and mechanics ALWAYS interfere with understanding. |
| Score: 0Unscorable |  |