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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: 5  Responses 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: 4  Responses 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: 3  Responses 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: 2  Responses 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: 0  Unscorable |  | | | |