

4.0 Score		The student:	Sample Activity(ies):
	A.	In addition to Score 3.0, makes in-depth inferences and applications that go beyond what was taught, fluidly adapting the writing style to fit the purpose, audience, and/or context beyond the classroom.	<p>4.A Choosing an issue from the news today, compose an argument that develops a claim and counterclaim regarding this issue, using a variety of relevant and credible sources (i.e. historical documents, scholarly articles, expert interviews).</p> <p>4.A Using proper style and tone, compose a letter to a state leader about a position you feel passionate about.</p>
		<i>In addition to 3.0 Score, in-depth inferences and applications that go beyond what was taught.</i>	
3.5		<i>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</i>	
3.0 Score		The student:	Sample Activity(ies):
PROFICIENT		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies for a variety of purposes, audiences, and contexts.	Write a letter to the school board president, the local paper, or a community leader arguing a position you feel passionate about.
	A.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.	Using relevant and credible sources, compose an argumentative essay developing your claims and counterclaims.
	B.	Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence.	
	C.	Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence; use appropriate rhetorical strategies for the audience's knowledge level, concerns, values, and possible biases.	
	D.	Use 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.	
E.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.		

- F. Provide a conclusion that follows from and supports the argument presented.
- G. Incorporate elements of narrative and informative/explanatory writing into arguments when appropriate for purpose, audience, and context.

The student exhibits no major errors or omissions.

2.5 *No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.*

2.0 Score	The student:	Sample Activity(ies):
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- A. Recognizes or recalls specific terminology, such as:
 - Alternate, appropriate style, argument, audience, claim, clarify, clause, cohesion, conclusion, conventions, context, counterclaim, discipline, evidence, explanatory, informative, introduce, limitation, link, logically, narrative, norm, tone, opposing, organize, phrase, precise, purpose, reasons, relationship, relevant, strengths, support, text, topics, valid
- B. Performs basic processes, such as:
 - Identifying claims and counterclaims from teacher-provided examples
 - Articulate specific patterns of logical sequence for argumentation
 - Establishing a claim and provide relevant evidence for the claim
 - Writing arguments using a teacher-provided template (which includes all of the 3.0 elements)

- 2.A Create flashcards with the academic vocabulary
- 2.A Create a matching quiz with academic vocabulary
- 2.B Analyze a student writing model, labeling specific argumentative characteristics and rhetorical strategies
- 2.B Compare and contrast two argumentative models, assessing the strengths and limitations of each
- 2.B Fill out a graphic organizer to plan and compose elements of argumentative essay
- 2.B Plan and compose an argument with a group or partner

However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

1.5 *Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.*

1.0 Score *With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.*

0.5 *With help, a partial understanding of the 2.0 content, but not the 3.0 content.*

0.0 Score *Even with help, no understanding or skill demonstrated.*