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| **Description** | **4****skilled/mastery/advanced** | **3****proficient/goal** | **2****developing/****need review of target/basic** | **1****inadequate/****need reteaching/ ARC visit/below basic** |
| **Claim/ Thesis**: The text introduces a clear arguable claim that can be supported by reason and evidence Text take a clear position: agree/disagree/qualify | The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue.   | The text introduces a claim that is arguable and takes a position.   | The text contains an unclear or emerging claim that suggests a vague position.   | The text contains an unidentifiable claim or vague position.   |
| **Context:** Text provides information to establish the issue; may provide background, precise, historical information | The text provides essential background information to help the reader see the position.  This may be in the form of a precis, objective summary, historical information, any information to inform the position of the claim on the issue | The text provides background information, some essential, some nonessential.  The text minimally provides information to inform the claim or position | the text contains emerging or somewhat unclear information to inform the claim and or the issue | The text contains a vague context.  The text contain limited information to inform the claim or issue |
| **Development of ideas**: The text provides sufficient evidence to support the claim. The text points out the strengths of the argument as well as the limitations: what the author failed to include. The text supports the claim in a logical manner | The text provides a logically convincing and relevant data, evidence, support to back up the claim and position.  The text explicitly names the strengths of the argument as well as the limitations as well as analyzes why the information is a strength or a limitation. | The text provides data and evidence to back  up the claim. Some logical fallacies may exist in the use of evidence.  The text addresses the strengths and limitations but the analysis is limited or brief | The text contain minimal use of data or evidence to support the claim.  the text makes mention of few strengths and limitations of the argument yet ignores the analysis of the strengths and limitations | The text contains limited data, evidence.  The text makes no mention of the strengths and or limitations of the argument |
| **Analysis of evidence and examples**: Text provides sufficient analysis of data/evidence. Evidence is integrated into the argument, text states what the evidence means, and why it is important | The text effectively and sufficiently answers:  What does the text say?  What does the text mean? Why does the text matter?  The quotations are properly integrated.  The evidence the text uses is effective and salient to the argument. | The text effectively and sufficiently answers:  What does the text say?  What does the text mean? Why does the text matter?  The quotations are properly integrated. The choice of evidence and or data is not the most effective or salient to the argument | The text  contains some reference to the evidence.  The text responds to two of the three questions.  The integration of the quotations is incorrect, quotations are not embedded rather they float in the text. | The text may reference one of the three questions.  The evidence is not embedded rather it floats in the essay |
| **Cohesion:** The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion/connections and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims | The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.  The text explains the relationships between the claim and reasons as well as the evidence.  The text strategically links the counterclaims to the claim. | The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.  The text connects the claim and the reasons.  The text links the claim to the counterclaims | The text contains limited words, phrases, and clauses to link the major sections of the text.  The text attents to connect the claim and reasons | The text contains few, if any, words, phrases, and clauses to link the major sections of the text.  The text does not connect the claims and reasons. |
| **Complexity:** The text addresses the many facets of the argument, addresses the opposition, makes concessions for certain aspects of the argument | The text address many facets of the argument.  The text fully diffuses the counter argument as well as makes concessions pertaining to issues the tet will not analyze.  THe text shows a clear connection between the claim and the counter argument through use of evidence and examples | The text recognizes the facets of the argument and offers some counter argument and some concessions.  The text does link the argument to the counter argument and concessions but does not fully analyze the connection. | The text mentions the counter argument and/or concessions, but the text has limited analysis of the counter argument and/or concessions.  The text provides limited examples and/or evidence.  There is no connection made between the claim and the counter argument. | The text provides not awareness of the counter argument and/or concessions.  The text has limited use of the counter argument |
| **Organization:** The text follows an organizational pattern that compliments the topic/claim. | The text has a structure and organization that is carefully crafted to support the claim | The text has a structure and organization that is aligned with the claim | The text attempts a structure and organization to support the position. | The text has limited structure and organization |
| **Style and conventions:** The text presents a formal, objective tone that demonstrates the English conventions of usage and mechanics while attending to the norms of the style: MLA, APA, etc. | The text presents a formal, objective tone that demonstrates the English conventions of usage and mechanics while attending to the norms of the style: MLA, APA, etc. | The text presents a formal tone.  The text demonstrates standard English conventions of usage and mechanics while attending to the norms style:  MLA, APA, etc. | The text illustrated a limited awareness of formal tone.  The text demonstrates some accuracy in standard English conventions of usage and mechanics | The text illustrates a limited awareness of or inconsistent tone.  The text demonstrates inaccuracy in standard English conventions of usage and mechanics. |