**ENGLISH 9H—ARGUMENT ESSAY**

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| **Criteria** | **6**  **100-95** | **5**  **94-86** | **4**  **85-76** | **3**  **75-66** | **2**  **65-61** | **1**  **60 and below** |
| **Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts** | -introduce a precise and insightful claim, as directed by the task  -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from opposing claims | -introduce a precise and thoughtful claim, as directed by the task  -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from opposing claims | -introduce a precise claim, as directed by the task  -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from opposing claims | -introduce a reasonable claim, as directed by the task  -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims | -introduce a claim  -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims | -do not introduce a claim  -do not demonstrate analysis of texts |
| **Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis** | -present ideas fully and thoughtful, making highly effective use of a wide range of specific and relevant evidence to support analysis  -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas clearly and accurately, making effective use of a wide range of specific and relevant evidence to support analysis  -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas sufficiently, making adequate use of a wide range of specific and relevant evidence to support analysis  -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas briefly, making use of some specific and relevant evidence t support analysis  -demonstrate  inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant  -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material | -present little or no evidence from the texts  -do not make use of citations |
| **Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language** | -exhibit skillful organization of ideas and information to create a cohesive and coherent essay  -establish and maintain a formal style, using sophisticated language and structure | -exhibit logical organization of ideas and information to create a cohesive and coherent essay  -establish and maintain a formal style using fluent and precise language and sound structure | -exhibit acceptable organization of ideas and information to create a coherent essay  -establish and maintain a formal style, using precise and appropriate language and structure | -exhibit some organization of ideas and information to create a mostly coherent essay  -establish but fail to maintain a formal style, using primarily basic language and structure | -exhibit inconsistent organization of ideas and information, failing to create a coherent essay  -lack a formal style, suing some language that is inappropriate or imprecise | -exhibit little organization of ideas and information  -are minimal, making assessment unreliable  -uses language that is predominantly incoherent, inappropriate or copied directly from the task or texts |
| **Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling** | -demonstrate control of conventions with essentially no errors, even with sophisticated language | -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language | -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension | -demonstrate emerging control, exhibiting occasional errors that hinder comprehension | -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult | -are minimal, making assessment of conventions unreliable |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English 9H Argument Essay Editing Checklist

**Content and Analysis:**

\_\_\_\_\_\_States a precise position that is linked to the provided topic

\_\_\_\_\_\_Presents a position that arises from central ideas and evidence found in the text

\_\_\_\_\_\_Presents a position based on a comprehensive understanding of the issue and establishes a series of valid claims

**Command of Evidence:**

\_\_\_\_\_\_Links evidence and claims together logically in ways that lead to the conclusions expressed in the position

\_\_\_\_\_\_Supports each claim with valid inferences based on credible evidence

**Coherence and Organization:**

\_\_\_\_\_\_Establishes clear and logical relationships among the position, claims, and supporting evidence

\_\_\_\_\_\_Adopts an organizational strategy, including an introduction and conclusion, which clearly and compelling communicates the

argument

**Control of Language and Conventions:**

\_\_\_\_\_\_Evidence is communicated clearly and coherently

\_\_\_\_\_\_Writer’s opinions are clearly distinguished from assignment summaries and statements

\_\_\_\_\_\_Maintains a formal and objective tone

\_\_\_\_\_\_Cites evidence in a responsible manner

\_\_\_\_\_\_Accurately paraphrases/quotes information

\_\_\_\_\_\_Illustrates consistent command of stand, grade-level appropriate writing conventions

**General Reminders:**

\_\_\_\_\_\_Avoids personal pronouns

\_\_\_\_\_\_Written in present tense

\_\_\_\_\_\_Check for Noun/Pronoun agreement  
 \_\_\_\_\_\_Avoids writing in contractions

\_\_\_\_\_\_Avoids common word choice errors (their/there/they’re)