## Anchor Standard 1: Text Types and Purposes Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write arguments focused on discipline-specific content

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|  | Exceeding Proficiency (4) | Meeting Proficiency (3) | Approaching Proficiency (2) | Not Proficient (1) | Score |
| a. Claim Introduction & Organization | Student is ABLE to: introduce precise, knowledgeable  claim(s)  establish the significance of the  claim(s) distinguish the claim(s) and  alternate or opposing claims  create an organization that  logically sequences the claim(s),  counterclaims, reasons, and  evidence | Student is ABLE to:  introduce precise claim(s)  distinguish the claim(s) and  alternate or opposing claims create an organization that  establishes clear  relationships among the  claim(s), counterclaims,  reasons, and evidence | Student is ABLE to: introduce claim(s) about  a topic or issue acknowledge and  distinguish the claim(s)  and alternate or  opposing claims  organize reasons and  evidence logically | Student:  Is unable to  reasonably introduce  claim(s) about a topic  or issue does not address  alternate or  opposing claim(s) reasoning or  evidence is  disorganized |  |
| b. Claim Development & Support | Student is ABLE to:  develop claim(s) and  counterclaims fairly and  thoroughly  supply the most relevant data and  evidence for each claim  point out the strengths and  limitations for both claim(s) and  counterclaims  develop claims in a discipline- appropriate form that anticipates  the audience’s knowledge level,  concerns, values, and possible  biases | Student is ABLE to:  develop claim(s) and  counterclaims fairly supply data for each claim point out the strengths and  limitations for both claim(s)  and counterclaims  develop claims in a discipline- appropriate form and in a  manner that anticipates the  audience’s knowledge level  and concerns | Student is ABLE to:  support claim(s) with  logical reasoning  utilize relevant and  accurate data and  evidence demonstrate an  understanding of the t topic or text, using  credible sources | Student:  is unable to support  claim(s) with logical  reasoning and  uses irrelevant  and/or unreliable  data  is unable to  demonstrate an  understanding of  the topic or text |  |
| c. Conclusion | Student is ABLE to provide a concluding statement or section: that follows from or supports the  argument presented that is organized and logically  written | Student is ABLE to provide a concluding statement or section: that follows from or supports  the argument presented | Student provides a concluding statement or section: that lacks clarity or  does not support the  argument being  presented | Student provides a concluding statement or section: that does not support  or is disconnected  from the argument  presented |  |
|  |  |  |  | Overall Score |  |