

ENDURING SKILLS: WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES (Grades 9–10)
ANCHOR WRITING STANDARD 1

COMMON CORE

ARGUMENT					
Description	1 Inadequate (12)	2 Developing (14)	3 Proficient (16)	4 Skilled (18)	5 Exceptional (20)
Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.
Development: The text provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.	The text provides data and evidence that attempts to back up the claim and unclearly addresses or lacks counterclaims. The conclusion merely restates the position.	The text provides sufficient data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and addresses counterclaims fairly. The conclusion effectively reinforces the claim and evidence.	The text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. The conclusion strengthens the claim and evidence.
Audience: The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific audience's needs.	The text lacks an awareness of the audience's knowledge level and needs.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text anticipates the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.	The text consistently addresses the audience's knowledge level and concerns about the claim. The text addresses the specific needs of the audience.
Cohesion: The text uses words, phrases, and clauses to link major sections of the text, creates cohesion, and clarifies the relationships between the claim and reasons, between reasons and evidence, and between claims and counterclaims.	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.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text strategically uses words, phrases, and clauses 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.

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Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA,).	The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA).	The text presents an appropriate and formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA)	The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics along with discipline –specific requirements (i.e. MLA).
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