

Developmental Writing Continuum - Argument

| Anchor Papers | TBD | TBD | TBD | TBD |
|---------------------|--|---|--|---|
| Developmental Level | Expanding/Beg. To write in paragraphs 9(DNM) | Planning/ Paragraphs and Beg,mid,end 10 (DNM) | Elaborating 11 (Partially Meets) | Controlled 12 (Partially Meets) |
| | <ul style="list-style-type: none"> Evidence of topic stated Stays on topic/ <i>though may not address the prompt question</i> Undefined or Underdeveloped beginning middle and end Few or no cue words Limited control of standard conventions; many errors that detract from meaning Limited vocabulary (for narrative, no paragraphing is considered for 9 criteria) | <ul style="list-style-type: none"> Topic /Opinion stated-May not be consistent with what is asked Stays on topic Beginning, middle and end. Some evidence of paragraph form, may be only 1 or 2 Few or no cue words Growing control of standard conventions, many errors that may or may not detract from meaning Limited vocabulary | <ul style="list-style-type: none"> Topic/Opinion stated-that relates to what is being asked Claim stated, but may be unclear or weak Beginning, middle and end Paragraph structure-attempted Evidence of voice Limited use of transition words Evidence of appropriate style Growing control of standard conventions that does not detract from the meaning of the writing, may be many errors, but readable. Simple vocabulary | <ul style="list-style-type: none"> Position /Opinion stated Claim stated with evidence, however, evidence is not as strong or poorly integrated Developing use of transition words or clauses Strong paragraph structure Developing voice-tone Evidence of appropriate style Control of standard conventions – no major errors in spelling, punctuation, capitalization Expanding vocabulary-use words/phrases from resources |

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|---------------------|---|--|--|--|
| Developmental Level | Experimenting 13 (Meets) | Consistent 14 (Meets) | Engaging 15 (Exceeds) | Distinctive 16 (Exceeds) |
| | <ul style="list-style-type: none"> Position clearly stated (not yet developing thesis statement) Evidence of introduction and conclusion Acknowledges claims with clear reasons, <i>may be more personal/background knowledge than text based or loosely referring to sources</i> Refining use of transition words to create cohesion and clarify relationships throughout Acknowledges opposing views Refining voice-established tone Establish appropriate style for intended audience Consistent control of standard conventions throughout Age appropriate vocabulary and language structure | <ul style="list-style-type: none"> Arguable thesis and position clearly stated and maintained throughout Clear introduction and conclusion-Lead may 'hook' Support claims with logical reasoning, credible sources and relevant evidence, Citations may be general or imprecise Distinguish claim from alternate/opposing claims Uses transitions words /phrases to create cohesion and clarify relationships among claims, reasons and evidence. Engaging voice, effective tone Establish and maintain a formal and effective style Consistent control of standard conventions with a variety of sentence structure More 'mature' vocabulary and language structure | <ul style="list-style-type: none"> Arguable thesis is clearly stated and fully developed Leads reader logically through introduction to conclusion with claims and opposing claims with relevant and sufficient evidence Uses and cites accurate and credible sources to support evidence in the claim and opposing claim Uses transitions words effectively to create cohesion and clarify relationships throughout Strong voice Establish and maintain a formal style using MLA format Absolute control of standard conventions with a variety of sentence structure Precise vocabulary/language | <ul style="list-style-type: none"> Thesis is fully stated and developed in a remarkable way Skillfully leads reader logically through claims and opposing claims with relevant and sufficient evidence Uses and cites accurate and credible sources to support evidence in the claim and opposing claim with parenthetical citations Uses transitions words artfully to create cohesion and clarify relationships throughout Expressive, creative and compelling voice Distinctive formal style using MLA format Absolute control of standard conventions with a variety of sentence structure that creates interest and impact Advanced vocabulary/language |

Student: _____ Score: _____ Next Steps