Argumentative - Grade 8
Write arguments to support claims with clear reasons and relevant evidence.

Criteria	Distinguished	Proficient	Developing	Beginning
Introduction and thesis	**YES:** The writer effectively introduces claim(s). ● Provides adequate overview of topic, documents, or texts referenced in body. ● Provides a claim establishing the writer's position. ● Establishes an immediate connection with the audience. **AND** establishes a road map for the body.	**YES:** The writer effectively introduces claim(s). ● Provides adequate overview of topic, documents, or texts referenced in body. ● Provides a claim establishing the writer's position. ● Establishes an immediate connection with the audience.	**YES:** The writer has an introduction. **BUT:** The writer does not provide a claim that establishes a position.	**NO:** The writer does not introduce claim(s).
Alternate or opposing claims	**YES,** the writer acknowledges and distinguishes the claim from alternate or opposing claims, **AND** provides a logical rebuttal with a fresh perspective.	**YES**, the writer acknowledges and distinguishes the claim from alternate or opposing claims.	**YES,** the writer provides another claim, **BUT** it is unrelated or off topic.	**NO**, the writer does not acknowledge alternate or opposing claims.
Overall organization	**YES**, The writer organizes the reasons and evidence in a multi-paragraph logical and cohesive manner, **AND** shows a clear relationship among the claims, counterclaims, reasons and evidence	**YES,** The writer organizes the reasons and evidence in a multi-paragraph logical and cohesive manner.	**YES**, the writer attempts to organize the reasons and evidence, **BUT** the writing is not cohesive or logical	**NO,** the writer does not organize the reasons and evidence in any logical way.
Development of claim(s) with supporting evidence and sources	**YES**, the writer develops a claim with clear reasons and relevant evidence, using specific, well-chosen facts, details, definitions, and/or examples from credible sources, **AND** demonstrates strong awareness of the audience.	**YES**, the writer develops a claim with clear reasons and relevant evidence, using specific facts, details, definitions, and/or examples from credible sources.	**YES,** the writer attempts to develop a claim with reasons and evidence **BUT** does one of the following: ● Gets temporarily off topic ● Repeats ideas ● Evidence does not support reasons	**NO**, the writer does not provide sufficient reasons and evidence to support a claim, or the reasons and evidence are irrelevant.
Transitions and links	**YES,** The writer uses transitions to clarify and connect ideas and show the relationship among the claim, counterclaims, reasons, and evidence given,	**YES,** the writer uses transitions to clarify and connect ideas and show the relationship among the claims, counterclaim, reasons, and evidence given.	**YES,** the writer uses transitions, **BUT** they do not create cohesion, are not used correctly, or are too simple or predictable.	**NO,** the writer does not use transitions.

	AND transitions used are varied and purposefully chosen.			
Formal style https://tinyurl.com/yaeu4qsn	**YES**: The writer mostly uses formal style elements (point-of-view pronouns, contractions, abbreviations, and slang) that are appropriate for task, purpose, and audience, **AND** does so consistently.	**YES**: The writer mostly uses formal style elements (point-of-view pronouns, contractions, abbreviations, and slang) that are appropriate for task, purpose, and audience.	**YES**: The writer uses formal style elements (point-of-view pronouns, contractions, abbreviations, and slang), **BUT** they are not appropriate for task, purpose, and/or audience.	**NO,** the writer uses a very informal style that is not appropriate for task, purpose, and audience.
Conclusion	**YES,** the writer provides a concluding statement or section that supports the opinion presented without simply repeating repeating sentences from other paragraphs, **AND** provides a call to action.	**YES**, the writer provides a concluding statement or section, that is related to the opinion presented without simply repeating sentences from other paragraphs	**YES**, the writer provides a concluding statement or section, **BUT** is not related to the opinion presented **OR** is simply repeating sentences from other paragraphs	**NO**, the writer does not provide a concluding statement or section
Conventions	The writer demonstrates full command of language usage and conventions.	The writer demonstrates partial command of language usage and conventions.	The writer demonstrates weak command of language usage and conventions.	The writer demonstrates a flawed use of language and conventions.