**Argument Writing Grade 6 Scale**

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

Essay Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Pts. | Adult | Peer | Self |
| **T**hesis/introduction | |  |  |  |  |
|  | Introduce claim clearly | 1 |  |  |  |
|  | Focused claim | 3 |  |  |  |
| **R**easons and **E**vidence/elaboration (related to claim) | |  |  |  |  |
| RE 1 | Reason is clear and supports claim | 1 |  |  |  |
| Evidence is relevant, credible, and demonstrates understanding of topic | 2 |  |  |  |
| RE 2 | Reason is clear and supports claim | 1 |  |  |  |
| Evidence is relevant, credible, and demonstrates understanding of topic | 2 |  |  |  |
| RE 3\* | Reason is clear and supports claim | 1 |  |  |  |
| Evidence is relevant, credible, and demonstrates understanding of topic | 2 |  |  |  |
| \*5 paragraph essay not expected/required. If student uses more than 3 REs, choose 3 to score randomly. | | | | | |
| **E**nding | |  |  |  |  |
|  | Concluding section follows from argument | 2 |  |  |  |
| **L**inks | |  |  |  |  |
|  | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons | 1 |  |  |  |
| **L**anguage | |  |  |  |  |
|  | Consistently use formal style. Choose precise words and phrases. Vary sentence patterns for meaning, reader/listener interest, and style | 2 |  |  |  |
| Conventions | |  |  |  |  |
|  | CCSS grade-level appropriate: grammar, punctuation, and spelling | 1 |  |  |  |
| Evidence of planning, revising, and editing present | |  |  |  |  |
|  | Notes, plans, improvements, and revisions are visible or attached | 1 |  |  |  |
| Total | |  |  |  |  |
| Done well: | | | | | |
| Goals for next writing piece: | | | | | |