

**Kenai Peninsula Borough School District**  
**GRADES 11-12 ARGUMENT/OPINION WRITING:**  
**Reports; response to informational and literary text; etc.**

**Students write argument/opinion texts to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

<b>Expectations</b>	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Nearly Meets Standard 2</b>	<b>Below Standard 1</b>
<p style="text-align: center;"><b>Ideas, Organization</b> Establishes context and purpose</p> <p><b>W.11-12.1a</b> Introduce precise, knowledgeable claims(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.</p>	<p>The student effectively introduces a precise, knowledgeable, complex (multi-part) claim and establishes the significance of the claim.</p> <p>The writer creates an organization that logically sequences claim(s), counter claim(s), reasons, and evidence.</p>	<p>The student introduces a precise, knowledgeable claim with at least 3 points and establishes the significance of the claim.</p> <p>The writer creates an organization that logically sequences claim(s), counter claim(s), reasons, and evidence.</p>	<p>The student introduces a claim, but may fail to distinguish from alternate or opposing claims.</p> <p>The writer's organization lacks cohesion and a progression of ideas; ideas may be rambling or repetitive.</p>	<p>The student identifies the claim.</p> <p>The writer has little or no purpose or organization</p>
<p style="text-align: center;"><b>Content and Development</b> Demonstrates critical thinking in order to develop the topic</p> <p><b>W.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>W.11-12.9b (RI.11-12.8)</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.</p>	<p>The student effectively develops the claim(s) and counterclaims fairly, supplying 4+ pieces of the most relevant, significant evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level and concern, values and biases.</p> <p>The student references texts and uses relevant and insightful citations to support interpretations, thesis, or drawing conclusions.</p>	<p>The student effectively develops the claim(s) and counterclaims fairly, supplying 3-4 of the most relevant pieces of evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level and concern, values and biases.</p> <p>The student references texts or uses relevant citations to support interpretations, thesis, or drawing conclusions.</p>	<p>The student inconsistently develops the claim(s) and counterclaims fairly, supplying 1-2 pieces of evidence for each while not completely addressing strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>The student references limited texts and attempts to interpret text, but their interpretation and/or conclusion causes confusion.</p>	<p>The student attempts to establish a claim or proposal. Support for the claims or proposal is insufficient or irrelevant. Writing is inappropriate for audience.</p> <p>The student references few or no texts and shows little or no interpretation of the text.</p>

<b>Expectations</b>	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Nearly Meets Standard 2</b>	<b>Below Standard 1</b>
<p align="center"><b>Transitions and Conclusion</b></p> <p align="center">Creates an organizing structure</p> <p><b>W.11-12.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p><b>W.11-12.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>The student always uses effective and varied syntax transitions to link the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>The writer provides a dynamic concluding statement or section that leaves the audience considering a change in opinion.</p>	<p>Students use 3-4 effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims</p> <p>The writer provides a concluding statement or section that follows from and supports the argument.</p>	<p>Students use 1-2 effective transitions to link the major sections of the text, create cohesion, but may not clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>The writer provides a concluding statement but may not support the argument.</p>	<p>The student uses ineffective or no transitions. Does not clarify the relationships.</p> <p>The writer ends abruptly and there is not a credible conclusion that synthesizes information.</p>
<p align="center"><b>Style</b></p> <p align="center">Uses voice, word choice, sentence structure, and style to enhance meaning.</p> <p><b>W.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>L.11-12.3</b> Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax.</p>	<p>The student skillfully uses precise language and domain-specific vocabulary, and includes such things as metaphors and similes to explain the topic.</p> <p>The writer establishes and maintains a formal style and objective tone with flavorful word choices.</p> <p>The student consistently uses a variety of syntax (sentence length and structure) throughout the writing for effect.</p>	<p>The student uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>The writer establishes and maintains a formal style and objective tone</p> <p>The student uses a sufficient variety of syntax (sentence length and structure) for effect.</p>	<p>The student uses language that is non-academic or general and may not establish an authoritative or academic voice.</p> <p>The writer's style sometimes becomes informal.</p> <p>The student does not consistently vary sentence length and structure to enhance meaning and has some sentence formation errors (fragments, run-ons)</p>	<p>The student does not use language that clarifies or supports intent or establishes an authoritative voice.</p> <p>The writer does not maintain a formal style and uses slang.</p> <p>The student has frequent and severe sentence formation errors and/or lack of sentence variety.</p>

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p><b>Conventions:</b></p> <p><b>L.11-12.1</b> Demonstrates command of written language conventions.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling.</p>	<p>The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p> <p>The writer has minimal errors in the major sections of the text. There is cohesion between claim(s) and reasons, between reasons and evidence, and between claims and counter claims.</p>	<p>The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling.</p> <p>The writer has occasional errors, and the errors do not interfere with meaning.</p>	<p>The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>The writer has errors may interfere with meaning.</p>	<p>The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling.</p> <p>The writer has numerous errors interfere with meaning.</p>