Argumentative Essay-Lincoln’s assassination

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| **WRITING** |  |  |  |  |  |  |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |  |
| *Development of Ideas*  *Did you answer the prompt within your thesis statement? Did you cite evidence to support your opinion?* | The student response addresses the prompt and provides **effective and comprehensive development** of the claim by using **clear and convincing** reasoning, details, text-based evidence from the essays read, and the tone of the poem. | The student response addresses the prompt and provides **effective development** of the claim by using **clear** reasoning, details, text-based evidence from the essays read and the tone of the poem. | The student response addresses the prompt and provides **some development** of the claim by using some reasoning from the essays read and the tone of the poem. | The student response addresses the prompt and provides **minimal development** of the claim by using **limited** reasoning, details, text-based evidence from the essays read and the tone of the poem. | The student response is **underdeveloped** and therefore **inappropriate** to the task, purpose, and/or audience. | **Writing Score**    *Comments*: |
| *Organization*  *Did you consistently support your thesis statement? Do your ideas flow?* | The student response demonstrates **purposeful** coherence, clarity, **and** cohesion, and includes a **strong** introduction, conclusion, and a **logical, well-executed** progression of ideas, making it **easy** to follow the progression of ideas. | The student response demonstrates **a** **great deal of** coherence\*, clarity, **and** cohesion, and includes an introduction\*, conclusion, and a **logical** progression of ideas, making it **fairly easy** to follow the progression of ideas. | The student response demonstrates **some** coherence\*, clarity, **and/or** cohesion, and includes an introduction\*, conclusion, and logically grouped ideas, making the progression of ideas **usually discernible** but **not obvious**. | The student response demonstrates **limited** coherence\*, clarity, **and/or** cohesion, making the progression of ideas **somewhat unclear**. | The student response demonstrates **a lack of** coherence\*, clarity **and** cohesion. |  |
| **LANGUAGE** |  |  |  |  |  |  |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |  |
| *Clarity of Language*  *Did you use strong words? Did you use good grammar?* | The student response establishes and maintains an **effective style**, and uses **precise language** while attending to the norms and conventions\* of the discipline. There may be a **few minor errors** in grammar and usage, **meaning is clear** throughout the response. | The student response establishes and maintains an **effective style\***, while attending to the norms and conventions\* of the discipline. The response uses **mostly precise** language. There may be a **few distracting errors** in grammar and usage, but **meaning is clear**. | The student response establishes and maintains a **mostly effective style\***, while attending to the norms and conventions\* of the discipline. The response uses **some precise** language. There are a **few patterns of errors** in grammar and usage that may **occasionally impede understanding**. | The student response has a style\* that has **limited effectiveness**, with **limited awareness** of the norms of the discipline. The response includes **limited** descriptions. There are **multiple distracting errors** in grammar and usage that **sometimes impede understanding**. | The student response has an **inappropriate style\***. The student writing **shows little to no awareness** of the norms of the discipline. The response includes **little to no precise language**.  There are **frequent distracting errors** in grammar and usage that **often impede understanding**. | **Language Score**    *Comments*: |

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| **Raw Score** | 3.76-4.0 | 3.51-3.75 | 3.26-3.5 | 3.01-3.25 | 2.76-3.0 | 2.51-2.75 | 2.26-2.5 | 2.01-2.25 | 1.76-2.0 | 1.51-1.75 | 1.26-1.5 | 1.01-1.25 | 0.76-1.0 | 0.51-0.75 | 0.26-0.5 | 0.01-0.25 | 0.0 |
| **Percentage** | 100% | 97% | 94% | 90% | 87% | 84% | 81% | 77% | 74% | 71% | 68% | 64% | 61% | 58% | 55% | 51% | 48% |