

11/12

Name: _____ Date: _____

GRADE 11/12: Argument Checklist

STRUCTURE		YES!	STARTING TO	NOT YET
Overall	I presented different aspects of an argument, and I also was fair to different positions, showing gaps or limitations of each, including my own.			
	I defined my position and developed it with compelling reasoning and evidence.			
	I also clarified limitations of my argument or the conditions under which it holds true.			
Lead	I made deliberate decisions about how to provide information in my introduction that orients and engages the reader and gets the reader ready to follow my line of thinking.			
	I provided context for the argument to help my reader understand its significance and relevance.			
	I may have raised questions in my introduction or introduced a sense of urgency or tension around an issue.			
	I considered technique in my lead, using language, metaphor, comparisons, or other techniques to particularly reach a specific audience.			
Transitions	I used transitions to connect examples to reasons and evidence and help the reader follow my lines of thinking.			
	I also used transitions which allow for complexity.			
	I used phrases such as <i>it may seem surprising, while it's true that, it turns out that, under certain conditions.</i>			
Ending	In the conclusion, I acknowledge the complexity of the argument and argue for the significance, impact, or potential of my claim.			
	I allow for limitations as a way to increase my validity.			
Organization	I have a purpose for how I chose to organize each part of my piece, what I chose to include, exclude (including citations and acknowledgment of other views), and where I chose to include each detail in my piece.			
	I used an organizational structure that shows an awareness of genre and craft.			

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GRADE 11/12: Argument Checklist continued

DEVELOPMENT		YES!	STARTING TO	NOT YET
Elaboration	I supported each of my claims or parts of my arguments, stating the reasons clearly and supporting these reasons with cited evidence and convincing analysis. The sequence of reasoning and evidence adds to the development of the argument.			
	I evaluated my sources' reasoning, authenticity, and rhetoric.			
	I explained when a source seemed problematic, with an awareness of logical fallacies.			
	I related evidence back to my claim, situated it contextually, and explained its relevance and significance. The content is persuasive and specifically relevant for my audience.			
	I acknowledged complexity, describing various sides, stances, perspectives, and contexts and elaborating on the strengths, assumptions, and limitations in all positions.			
	I contextualized my claim within these various perspectives.			
Description	I used analogies, comparisons, symbolism, and/or allusions to make my points and considered how word choice and the content of my piece will have an effect on my reader.			
	I also considered how shifts in tone might affect the reader.			
	I used words precisely and/or figuratively, and/or symbolically, to strengthen a particular tone or meaning.			
	I angled evidence and represented various perspectives to support and situate my claim and acknowledged gaps in my argument.			
	I used an appropriate tone for the purposes of each part of my piece and in keeping with the discipline within which I am writing and the audience I specifically want to reach, and I may have shifted tone across the piece.			
LANGUAGE CONVENTIONS				
Spelling	I used accurate spelling throughout, including cited text and citations.			
	I double-checked for technological mishaps.			
Punctuation	I used punctuation to emphasize connections, strengthen tone, and clarify relationships and meaning.			