

# 9/10

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

## GRADE 9/10: Argument Checklist

STRUCTURE		YES!	STARTING TO	NOT YET
Overall	I presented different aspects of an argument, and I 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.			
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 raise questions in my introduction or introduce a sense of urgency or tension around an issue.			
Transitions	I used transitions to connect examples to reasons and evidence and help the reader follow my lines of thinking.			
	I used transitions which make clear the relationship of these sources to each other and to my own claim.			
	I used phrases such as <i>in accordance with</i> , <i>in conjunction with</i> , <i>similar to</i> , <i>by contrast</i> .			
Ending	In the conclusion, I acknowledge the complexity of the argument and argue for the significance, impact, or potential of my claim.			
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.			
DEVELOPMENT				
Elaboration	I supported each of my claims, stating the reasons clearly and supporting these reasons with cited evidence and convincing analysis.			
	I evaluated my sources' reasoning, authenticity, and rhetoric. I explained when a source seemed problematic, such as when examples suggested as generalizable are actually specific.			
	I related evidence back to my claim, situated it contextually, and explained its relevance and significance. The content is persuasive for my audience.			
	I acknowledged complexity, describing various sides, stances, and perspectives and elaborating on the strengths, assumptions, and limitations in all positions, including my own. I contextualized my claim within these various perspectives.			
Description	I used analogies, comparisons, symbolism, and 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 the 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.			
	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 am trying to reach.			
LANGUAGE CONVENTIONS				
Spelling	My spelling was accurate 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.			