

Class Instructional Analysis Data Sheet: GRADE 11-12 Argument DRAFT

Place student initials inside the box that best describes the evidence of proficiency you see. Use an appropriate example from *In Common* to clarify each descriptor.

Not Present	Developing	Proficient
		Shows a solid understanding of content
		Introduces precise claim(s) in an analysis of substantive topic or text, distinguishes from alternate or opposing claim
		Creates organizational structure which establishes clear relationships among claim, counterclaims, reasons, and evidence
		<p>Develops claim and counterclaims fairly, supplying most relevant evidence for each while pointing out the strengths and limitations of both in a manner which anticipates the audience's knowledge and concerns and possible biases; may synthesize from multiple sources</p> <p>NOTE: if focus is analytical, analysis will show up here as well</p>
		Develops claim with valid reasoning, relevant and sufficient evidence
		Use words, phrases, clauses to link major sections of the text, create cohesion, clarify the relationships between claims and reasons, between reasons and evidence, and between claims

		and counterclaims
		Uses precise language and domain-specific vocabulary to manage the complexity of the topic.
		Establishes and maintains a formal style while attending to the norms and conventions of the discipline
		Provides a concluding statement or section that follows from and supports the argument presented (e.g., articulating significance of topic)
		Conventions, syntax are grade appropriate