

## Class Instructional Analysis Data Sheet: **GRADE 7 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.

| <b>Not Present</b> | <b>Developing</b> | <b>Proficient</b>  |
|--------------------|-------------------|--|
|                    |                   | <b>Shows a solid understanding of content</b>  |
|                    |                   | <b>Introduces a topic clearly, provides claim(s); claim may include analysis if applicable; may preview what is to follow</b>  |
|                    |                   | <b>Groups related ideas into broader categories / reasons; organizes reasons and evidence logically, both between and within paragraphs</b>  |
|                    |                   | <b>Supports and develops claim(s) with accurate logical reasoning and relevant, accurate evidence, using credible sources<br/>NOTE: if focus is analytical, analysis will show up here as well</b> |
|                    |                   | <b>Acknowledges alternate or opposing claim(s)</b>   |
|                    |                   | <b>Uses appropriate transitions (words, phrases, clauses) to create cohesion and to clarify relationships among ideas and concepts</b>   |
|                    |                   | <b>Establishes and maintains a formal style</b>  |
|                    |                   | <b>Uses precise language and domain-specific vocabulary, as needed, to develop the claim</b>   |

|  |  |   |
|--|--|---|
|  |  | <b>Provides a concluding statement or section that follows from and supports the argument presented</b> |
|  |  | <b>Conventions, syntax are grade appropriate</b>  |