

## **KEYSTONE ARGUMENTATIVE SCORING GUIDELINES**

Scoring Domain	Score Point 4 At this score point, the writer—	Score Point 3 At this score point, the writer—	Score Point 2 At this score point, the writer—	Score Point 1 At this score point, the writer—	Score Point 0 At this score point, the writer—
Thesis/Focus	<ul> <li>establishes and sustains a precise claim or position</li> <li>displays a clear understanding of task, purpose, and audience</li> </ul>	<ul> <li>establishes a claim or position</li> <li>displays an understanding of task, purpose, and audience</li> </ul>	<ul> <li>provides an inconsistent claim or position</li> <li>displays an inadequate understanding of task, purpose, and audience</li> </ul>	<ul> <li>provides vague or indistinct claim or position</li> <li>displays a limited understanding of task, purpose, and audience</li> </ul>	<ul> <li>provides no evidence of claim or position</li> <li>displays no understanding of task, purpose, and audience</li> <li>does not respond to prompt</li> </ul>
Organization	<ul> <li>chooses sophisticated organizational strategies appropriate for task, purpose, and audience</li> <li>presents fair and relevant evidence to support claim or position</li> <li>includes a clear and well-defined introduction, body, and conclusion that support or reinforce the argument</li> </ul>	<ul> <li>chooses appropriate organizational strategies for task, purpose, and audience</li> <li>presents relevant evidence to support claim or position</li> <li>includes a clear introduction, body, and a conclusion that support the argument</li> </ul>	displays little evidence of organizational strategies     presents insufficient evidence to support claim or position     may not include an introduction, body, and conclusion	<ul> <li>displays little to no evidence of organizational strategies</li> <li>presents little or no evidence to support claim or position</li> <li>may not include an identifiable introduction, body, and conclusion</li> </ul>	<ul> <li>displays no evidence of organizational strategies</li> <li>presents no evidence to support claim or position</li> <li>does not include an identifiable introduction, body, and conclusion</li> <li>does not respond to prompt</li> </ul>
Content	<ul> <li>provides relevant content and specific and effective supporting details that demonstrate a clear understanding of purpose</li> <li>uses sophisticated transitional words, phrases, and clauses to link ideas and create cohesion</li> <li>considers counterclaims (alternate or opposing arguments)</li> </ul>	<ul> <li>provides relevant content and effective supporting details</li> <li>uses transitional words, phrases, and clauses to link ideas</li> <li>acknowledges counterclaims (alternate or opposing arguments)</li> </ul>	<ul> <li>provides insufficient content and ineffective supporting details</li> <li>may use simplistic and/or illogical transitional expressions</li> <li>may not acknowledge counterclaims (alternate or opposing arguments)</li> </ul>	<ul> <li>provides minimal content</li> <li>uses few or no transitional expressions to link ideas</li> <li>does not acknowledge counterclaims (alternate or opposing arguments)</li> </ul>	<ul> <li>provides little to no content</li> <li>does not use transitions to link ideas</li> <li>does not respond to prompt</li> </ul>
Style	uses consistently precise language and a wide variety of sentence structures  chooses an effective style and tone, and maintains a consistent point of view	<ul> <li>uses precise language and a variety of sentence structures</li> <li>chooses an appropriate style, tone, and point of view</li> </ul>	uses imprecise language and a limited variety of sentence structures  may choose an inappropriate style or tone, and may shift point of view	uses simplistic or repetitious language and limited sentence structures  demonstrates little or no understanding of tone or point of view	<ul> <li>uses repetitious language and simple sentence structure</li> <li>demonstrates no understanding of style, tone, or point of view</li> <li>does not respond to prompt</li> </ul>