

Name: _____

Date: _____

Argument Writing Checklist

	Grade 8	NOT YET	STARTING TO	YES!	Grade 9	NOT YET	STARTING TO	YES!
	Structure				Structure			
Overall	I laid out an argument about a topic/text and made it clear why my particular argument is important and valid. I stayed fair to those who might disagree with me by describing how my position is one of several and making it clear where my position stands in relation to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I presented an argument, offering context, honoring other points of view, and indicating the conditions under which the position holds true.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I developed the argument with logical reasoning and convincing evidence, acknowledging the limitations of the position and citing—and critiquing—sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	After hooking the reader, I provided specific context for my own as well as another position(s), introduced my position, and oriented readers to the overall line of argument I planned to develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I demonstrated the significance of the argument and may have offered hints of upcoming parts of the essay. I presented needed background information to show the complexity of the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					In addition to introducing the overall line of development the argument will take, I distinguished that argument from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transitions to lead the reader across parts of the text and to help the reader note how parts of the text relate back to earlier parts. I used phrases such as <i>now some argue</i> , <i>while this may be true</i> , <i>it is also the case that</i> , <i>despite this</i> , <i>as stated earlier</i> , <i>taken as a whole</i> , <i>this is significant because</i> , <i>the evidence points to</i> , and <i>and by doing so . . .</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitions to clarify the relationship between claims, reasons, and evidence, and to help the reader follow the logic in the argument. I also used transitions to make clear the relationship of sources to each other and to the claim, such as <i>while it may be true that . . .</i> , <i>nevertheless, there are times when . . .</i> , <i>certain circumstances when . . .</i> , and <i>others echo this idea</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (continued)

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Ending	In the conclusion, I described the significance of my argument for stakeholders, or offered additional insights, implications, questions, or challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In the concluding section, I may have clarified the conditions under which the position holds true, discussed possible applications or consequences, and/or offered possible solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I organized claims, counterclaims, reasons, and evidence into sections and clarified how sections are connected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I created a logical and compelling structure for the argument so that each part builds on a prior section, and the whole moves the reader toward understandings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I created an organizational structure that supports a reader's growing understanding across the whole of my argument, arranging the sections to build on each other in a logical, compelling fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	Development				Development			
Elaboration	I brought out the aspects of the argument that were most significant to my audience and to my overall purpose(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I brought out the aspects of the argument that were most significant to the audience and to the purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I incorporated trustworthy and significant sources and explained if and when a source seemed problematic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When appropriate, I acknowledged limitations or critiques of sources—perhaps evaluating sources' reasoning or suspect motivations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I analyzed the relevance of the reasons and evidence for my claims as well as for the counterclaim(s) and helped the reader understand what each position is saying. I made sure all of my analysis led my readers to follow my line of argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I angled and/or framed evidence to clearly and fairly represent various perspectives, while also maintaining a clear position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Argument Writing Checklist (continued)

	Grade 8	NOT YET	STARTING TO	YES!	Grade 9	NOT YET	STARTING TO	YES!
Craft	I intended to affect my reader in particular ways—to make the reader think, realize, or feel a particular way—and I chose language to do that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I intended to make the reader think, realize, or feel a particular way—and chose language to do that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I consistently used comparisons, analogies, vivid examples, anecdotes, or other rhetorical devices to help readers follow my thinking and grasp the meaning and significance of a point or a piece of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In addition to using other literary devices, I may have used allusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my tone to match the different purposes of different sections of my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I varied the tone to match the purposes of different sections of the argument, as well as to develop an overall impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions				Language Conventions			
Spelling	I spelled technical vocabulary and literary vocabulary accurately. I spelled materials in citations according to sources, and spelled citations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I spelled accurately throughout, including cited text and citations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I used different sentence structures to achieve different purposes throughout my argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used sentence structure and verb tense purposefully (i.e. using fragments to emphasize key points, using present tense to create immediacy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used verb tenses that shift when needed, (as in when moving from a citation back to my own writing), deciding between active and passive voice where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used punctuation to emphasize connections, to strengthen tone, to clarify, and to add complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used internal punctuation effectively, including the use of ellipses to accurately insert excerpts from sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				