

12.3.2 End-of-Unit Assessment

Final Research-Based Argument Paper

Your Task: Rely on the evidence you have gathered to write the final draft of your research-based argument paper. In crafting your paper, include a precise central claim that is derived from your research and supported by relevant and sufficient evidence and valid reasoning. Be sure to use evidence from at least 5 of your identified sources, distinguishing claims from alternate and opposing claims. Use transitional language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Use your research materials, checklists and rubrics, and previous versions of your research-based argument paper with peer comments to guide the creation of your final draft.

Your writing will be assessed using the 12.3.2 Rubric.

Guidelines

Be sure to:

- Review your writing for alignment with all components of W.11-12.1.a-e.
- Establish your precise central claim about the problem-based question.
- Distinguish your central claim from alternate or opposing claims.
- Establish and organize the central claim, supporting claims, counterclaims, reasoning, and evidence.
- Develop supporting claims and counterclaims equally while explaining the strengths and limitations of both as well as anticipating the audience's knowledge level, concerns, values, and possible biases.
- Use relevant and sufficient evidence and valid reasoning from at least 5 of the sources to develop your argument without overreliance on one source.
- Identify the sources that you reference in MLA format.
- Organize your ideas in a cohesive and clear manner that clarifies the relationships between supporting claims and reasoning, between reasoning and evidence, between supporting claims and counterclaims, and uses varied syntax to create cohesion.
- Maintain a formal and objective style of writing while attending to the norms and conventions of argument writing.
- Follow the conventions of standard written English.
- Accurately use general academic and domain-specific words and phrases appropriate to the subject of the research-based argument paper.

CCSS: W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3

Commentary on the task:

This task measures W.11-12.1.a-e because it demands that students:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

This task measures L.11-12.1 and L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This task measures L.11-12.3 because it demands that students:

- Understand how language functions in context and make effective choices for meaning and style.