

EVIDENCE-BASED ARGUMENTS CRITERIA CHECKLIST GRADES 6-12 (PART 1)		✓	COMMENTS
<b>I. CONTENT AND ANALYSIS</b>  <i>An EBA presents a clear, meaningful position that arises from a comprehensive understanding of an issue and is based on valid claims/premises and supported by relevant evidence.</i>	<b>Clarity and Relevance:</b> Purposefully states a precise position that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.		
	<b>Conformity to Sources:</b> Presents a position that arises from central ideas and evidence found in a range of diverse, credible and significant sources.		
	<b>Understanding of the Issue:</b> Presents a position based on a comprehensive understanding of the issue, and establishes a series of valid claims/premises that emerge from reasoned analysis.		
	<b>Acknowledgement of Other Perspectives:</b> Recognizes opposing or alternate claims and distinguishes these claims from the stated position. <i>(not a CCSS requirement at 6th grade)</i>		
<b>II. COMMAND OF EVIDENCE</b>  <i>An EBA is supported by sufficient evidence and developed through valid reasoning.</i>	<b>Reasoning:</b> Links evidence and claims/premises together logically in ways that lead to the conclusions expressed in the position.		
	<b>Use of Evidence:</b> Supports each claim/premise with valid inferences based on credible evidence.		
	<b>Thoroughness and Objectivity:</b> Represents a comprehensive understanding of the issue where the argument's claims/premises and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence. <i>(addressing counterclaims is not a CCSS requirement at 6th grade)</i>		

EVIDENCE-BASED ARGUMENTS CRITERIA CHECKLIST GRADES 6-12 (PART 2)		✓	COMMENTS
<b>III. COHERENCE AND ORGANIZATION</b>  <i>An EBA organizes supported claims/premises in a unified and logical way that clearly expresses the validity of the position.</i>	<b>Relationships Among Parts:</b> Establishes clear and logical relationships among the position, claims/premises and supporting evidence.		
	<b>Effectiveness of Structure:</b> Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.		
<b>IV. CONTROL OF LANGUAGE AND CONVENTIONS</b>  <i>An EBA is communicated clearly and responsibly with use and citation of supporting evidence.</i>	<b>Clarity of Communication:</b> Is communicated clearly and coherently. The writer's opinions are clearly distinguished from objective summaries and statements.		
	<b>Word Choice/Vocabulary:</b> Uses topic specific terminology appropriately and precisely.		
	<b>Style/Voice:</b> Maintains a formal and objective tone appropriate to an intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.		
	<b>Responsible Use of Evidence:</b> Cites evidence in a responsible manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrase accurately, referencing precisely where the evidence can be found.		
	<b>Conventions of Writing:</b> Illustrates consistent command of standard, grade-level-appropriate writing conventions.		