

An Audience-Based Learning Progression for Argumentative Writing

Moves	Foundational	Intermediate	Advanced
Major Claim	Reader can see claims, but may be confused or unsure about the writer's stance. Claim may be neutral, implicitly stated, or contradictory.	Reader can recognize a writer's stance, but that stance may be unfocused. The lack of focus may be evident within a given paragraph and may be a good indicator that the writer will struggle to maintain this argumentative focus across a whole piece of writing.	Reader finds the writer's stance expressed clearly and directly. Claim-making of this kind is a good indicator that a writer will maintain this argumentative focus throughout a larger piece of writing.
Counterclaim	Reader sees some acknowledgement from the writer that there might be counterclaims or "naysayers," but there is little attempt to engage counterclaims.	Reader sees that there are counterclaims or "naysayers," but the writer does not engage them with specific claims and evidence.	Reader sees explicit acknowledgement of counterclaims and writing that fully addresses them.
Use and Reasoning with Evidence	Reader experiences the evidence or reasons provided as vague (too general), self-evident (based on an assumed set of shared beliefs), or exclusively personal ("I think"), with no attempt to explain to an audience how evidence or reasons support a claim:	Reader recognizes the use of appropriate evidence in relation to claims the writer makes but sees few attempts by the writer to explain how evidence supports claim: <small>Note: Appropriateness depends on audience, purpose, and situation. In some cases, data is appropriate. In others, an anecdote or story.</small>	Reader recognizes the appropriate use of evidence to support claim and full explanations of how evidence supports claims:
Use of Values appropriate for audience	Reader sees little to no use of ethical language or examples based on values or norms as a resource for making arguments. Alternatively, the reader might find that the examples or language used may be confusing or inappropriate, or may detract from the writer's credibility.	Reader recognizes some ethical language or examples based on values or norms as a resource for making arguments. These arguments may be general or vague.	Reader sees explicit and appropriate examples of ethical language as a form of reasoning that is convincing. These arguments are often more precise and specific with regard to context and audience.
Use of affect appropriate to audience	Reader sees little direct emotional language as a resource for making arguments or sometimes sees uses that are inappropriate for intended audiences.	Reader recognizes some direct emotional language as a resource for making arguments but the reference to the intended audience is unclear.	Reader sees consistent and appropriate uses of direct emotional language as form of reasoning appropriate for the audience.
Implications	Foundational implications appear like claims; they do not explicitly engage an audience with regard to why a line of argument matters. Implications can be found in concluding moments, but they can also be found at any moment in a piece of argumentative discourse.	Reader can infer or see the writer implicitly engage an audience with regard to why a line of argument matters. Implications can be found in concluding moments, but they can also be found at any moment in a piece of argumentative discourse.	Reader sees the writer engage an audience with regard to why a line of argument matters and provides an explicit call to action in either thought or behavior). Implications can be found in concluding moments, but they can also be found at any moment in a piece of argumentative discourse.
Conclusion	Reader recognizes a concluding summary.	Reader recognizes a concluding summary composed substantially of the writer's important claim(s).	Reader recognizes a concluding summary composed substantially of the writer's strongest reasoning and claims.

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