

ASSESSMENT GUIDE FOR ARGUMENTATION/ANALYTICAL WRITING					
	Not in Evidence	Some Evidence of Competency	Approaching Competency	Competent	Exceeds Competency
Response to Essay Topic: The writer responds effectively to the writing task. The writer demonstrates that he or she can present the ideas of the author(s) cogently and develop his or her own ideas in response.					
Understanding & Use of Text: The writer provides the reader a clear and accurate understanding of the text(s) and effectively uses the ideas in the text(s) to develop the writer's response.					
Development: The writer develops the essay effectively by analyzing well-chosen examples from passage, experience, observation or other readings in ways that make his or her perspective compelling.					
Organization: The writer organizes the essay effectively, establishes a focus, and guides the reader through a coherent, well-ordered presentation of his or her ideas. It is clear how each new paragraph advances the writer's response to the essay topic.					
Word Choice & Sentence Structure: The writer uses a wide variety of sentences in ways that help convey and reinforce his or her ideas and chooses words that convey his or her ideas clearly and precisely.					
Grammar, Usage, & Conventions: The writer makes sophisticated use of grammatical relationships and punctuation to support the effective communication of his or her ideas.					

The teacher may use all or part of the scoring guide to evaluate student writing. The categories and descriptions that make up this scoring guide are taken from the Analytical Writing Improvement Continuum (AWIC) developed by high school, community college, and university teachers of writing who are Teacher Consultants with the California Writing Project. The scoring guide in these modules is just a slice of the AWIC and gives a glimpse into this improvement assessment tool that is organized by 18 essential attributes of analytical writing and uses no deficit language. Contact the California Writing Project for more information about the ISAW assessment tools and the ways they support preparing students for college- and career-readiness.