

English and Communication Benchmarks, Grades 4 – 12

CREATE ADP PRODUCTS (P)

PRODUCT 3: ARGUMENTATIVE ESSAY (P.3)

As students progress across the grade levels, they should develop increasingly complex arguments. The Writing strand describes the development of general writing skills and abilities; please use these benchmarks in connection with those below. Also, please note that while the benchmarks below are specific to writing, students can also construct and convey arguments via Speaking or Producing Digital Media; the benchmark criteria below can be modified accordingly.

The Reading strand describes the progression of expectations for skills in reading; please see these benchmarks for additional, specific information on reading arguments. Some aspects of students' argumentative essays will demonstrate their level of skill in reading arguments. A student's ability to analyze arguments for such things as quality of the evidence, logical fallacies and devices used to persuade will be reflected in their ability to construct sound arguments.

The benchmarks for an effective argument progress across the grades in the following areas:

P.3.1 Topics, Development and Focus

- P.3.1.1 presenting a thesis and claims that are identifiable, reasonable and sound
- P.3.1.2 defending the position or claim(s) with precise and relevant evidence
- P.3.1.3 evaluating connections between evidence, inference(s) and claim(s)
- P.3.1.4 using a range of strategies to elaborate and persuade

P.3.2 Purpose and Audience

- P.3.2.1 using language appropriate to and effective for purpose and audience
- P.3.2.2 anticipating and refuting counterarguments based on audience and purpose

P.3.3 Coherence and Cohesion

- P.3.3.1 creating a sustained, strong organizing structure, with an effective introduction with logical, clear transitions
- P.3.3.2 creating a sustained, strong organizing structure, with an effective body and with logical, clear transitions
- P.3.3.3 creating a sustained, strong organizing structure, with an effective conclusion

These benchmarks are described in greater detail below.

GRADES 4 – 5

GRADES 6 – 8

GRADES 9 – 10

GRADES 11 – 12

P.3.1 Topics, Development and Focus

P.3.1.1 presenting a thesis and claims that are identifiable, reasonable and sound

P.3.1.1.4-5 Present a position or point of view on an uncomplicated, dichotomous issue giving clear support for a single claim and showing awareness of counter-claim. *For example, present a position on whether or not students should have more P.E. in their school day. NAEP Grade 4 Example: On the NAEP Writing assessment, persuasive writing tasks will ask writers to convince an audience to take action or change a viewpoint on a variety of topics important to others – e.g., peers, school, the nation. In writing tasks for grade 4, students will be expected to express and support personal viewpoints.* (ADP E9)

P.3.1.1.6-8 Present a position or point of view on an issue articulating both sides of a controversial position or claim. *For example, give both sides of an argument regarding whether or not students should be required to wear uniforms. NAEP Grade 8 Example: On the NAEP Writing assessment, persuasive writing tasks will ask writers to convince an audience to take action or change a viewpoint on a variety of topics important to others – e.g., peers, school, the nation. Grade 8 students will be expected to take a position and support it with reasons and detailed evidence.* (ADP E9)

P.3.1.1.9-10 Present a position or point of view on a somewhat complex issue, articulating both sides of an argument that contains at least two claims. *For example, present arguments related to whether there should be random but mandatory drug tests for student athletes, considering claims about privacy as well as protecting students from harm. NOTE: See grade 12 example – P.3.1.1.11-12 – from NAEP for one example of a persuasive writing task at the high school level. No grades 9 – 10 example from NAEP is available.* (ADP E9)

P.3.1.1.11-12 Present a position or point of view on a complex, multi-sided issue, articulating an extended argument with multiple claims. *For example, present arguments related to various search and seizure issues as they relate to students at school, such as drug testing and locker searches, discussing multiple claims connected with these arguments. NAEP Grade 12 Example: On the NAEP Writing assessment, persuasive writing tasks will ask writers to convince an audience to take action or change a viewpoint on a variety of topics important to others – e.g., peers, school, the nation. Grade 12 students will be expected to compose a response that demonstrates an understanding of other perspectives through its development and organization of ideas and its language use, and that supports a position with reasons and evidence.* (ADP E9)

P.3.1.2 defending the position or claim(s) with precise and relevant evidence

P.3.1.2.4-5.a Communicate relevant facts, concrete details, quotations, statistics or other information in support of a relatively uncomplicated argument. (ADP E9)

P.3.1.2.6-8.a Communicate relevant facts, concrete details, quotations, statistics or other information in support of a more challenging argument. (ADP E9)

P.3.1.2.9-10.a Communicate relevant facts, concrete details, quotations, statistics or other information in support of a somewhat complex argument. (ADP E9)

P.3.1.2.11-12.a Communicate extended relevant facts, concrete details, quotations, statistics or other information to strongly support a complex argument with more than one possible rebuttal. (ADP E9)

P.3.1.2.4-5.b Avoid common propaganda techniques, such as bandwagon or name calling. *For example, “Everyone does this, so you should too” or “Mr. X is a fool”.* (ADP E9)

P.3.1.2.6-8.b Avoid common fallacies such as appeal to pity (*argumentum ad misericordiam*) or the personal attack (*argumentum ad hominem*). *For example “I deserve your support because I have had a difficult*

P.3.1.2.9-10.b Avoid common fallacies such as the appeal to common opinion (*argumentum ad populum*) and the false dilemma (assuming only two options when there are more options available). (ADP E9)

P.3.1.2.11-12.b Avoid common fallacies such as the appeal to pity (*argumentum ad misericordiam*), the personal attack (*argumentum ad hominem*), the appeal to common opinion (*argumentum ad populum*) and the false dilemma

UNDERSTAND TEXT COMPLEXITY	ACQUIRE INFORMATION	COMMUNICATE INFORMATION	CREATE ADP PRODUCTS ARGUMENTATIVE ESSAY	WORK IN TEAMS
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GRADES 4 – 5	GRADES 6 – 8 <i>childhood," or instead of discussing the issue, attacking the person who promotes it. (ADP E9)</i>	GRADES 9 – 10	GRADES 11 – 12 (assuming only two options when there are more options available). (ADP E9)
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P.3.1.3 evaluating connections between evidence, inference(s) and claim(s)

P.3.1.3.4-5 Through simple, straightforward transitional language (e.g., <i>for example</i>), make connections between the supporting evidence and main claim. (ADP E3)	P.3.1.3.6-8 Through varied but relatively simple transitional language (e.g., <i>for example, like, as in</i>), show the connections between the supporting evidence, inferences and main claim(s). (ADP E3)	P.3.1.3.9-10 Through varied transitional language and through structural organization, make clear connections between claims, the evidence that supports them and the inferences that can be drawn from the evidence to support the main claim(s). (ADP E3)	P.3.1.3.11-12 Analyze evidence and make explicit connections among evidence, inferences and claims to show how the evidence supports each main point of the argument (warrant) and to justify why the evidence credibly supports the main claims. (ADP E3)
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P.3.1.4 using a range of strategies to elaborate and persuade

P.3.1.4.4-5 Use some basic strategies, where appropriate (such as descriptions or personal anecdotes), to elaborate as well as to persuade the reader. (ADP E9)	P.3.1.4.6-8 Use a variety of strategies, where appropriate, (such as descriptions, personal anecdotes, analogies, illustrations), to elaborate as well as to persuade the reader. (ADP E9)	P.3.1.4.9-12 Purposefully and effectively select and use a range of strategies (such as descriptions, anecdotes, case studies, analogies, illustrations) to elaborate as well as to persuade the reader. (ADP E9)
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P.3.2 Purpose and Audience

P.3.2.1 using language appropriate to and effective for purpose and audience

P.3.2.1.4-5 Use either formal or informal language as appropriate for the audience. <i>For example, when trying to persuade a classmate, informal language may be more appropriate than formal language suited to an adult audience. (ADP C2)</i>	P.3.2.1.6-8 Use formal or informal language that shows an awareness of the context of the situation. <i>For example, in trying to persuade a PTA to fund more field trips, a person may use language somewhat less formal than that used in a presentation to the school board. (ADP C2)</i>	P.3.2.1.9-10 Use formal or informal language and select words that create a tone that demonstrates an awareness of the context of the situation and matches the purpose of the argument. <i>For example, if the intent is to influence a decision, the language used may be conciliatory; if the intent is to denounce a situation, stronger language may be appropriate. (ADP C2)</i>	P.3.2.1.11-12 Use language (formal, informal) and select words that demonstrate an awareness of the context of the situation; reflect the purpose of the argument; and suggest expertise through use of technical and literary terms. <i>For example, in an argument on uses of a landfill, environmental terminology should be used appropriately; in a paper on the sickness imagery in Hamlet, the use of literary terminology is necessary. (ADP C2)</i>
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P.3.2.2 anticipating and refuting counterarguments based on audience and purpose

P.3.2.2.4-5 Anticipate the reader's need for additional information and show awareness of opposing viewpoints. (ADP E9)	P.3.2.2.6-8 Anticipate the reader's need for additional information and address opposing viewpoints, depending on the purpose of the argument. (ADP E9)	P.3.2.2.9-10 Anticipate and address reader's concerns and counterclaims with counterevidence and counterarguments, depending on the	P.3.2.2.11-12 Depending on the purpose of the argument, anticipate and address reader's multiple concerns and counterclaims with counterevidence and
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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
		purpose of the argument. (ADP E9)	counterarguments, evaluating the strength of the counterclaims, counterevidence and counterarguments, and responding accordingly. (ADP E9)

P.3.3 Coherence and Cohesion

P.3.3.1 creating a sustained, strong organizing structure, with an effective introduction with logical, clear transitions

P.3.3.1.4-5 Craft an introduction that expresses a clear point of view. (ADP C3)	P.3.3.1.6-8 Craft an introduction in which the position or claim is clearly stated with context that presents the author's approach to the issue. (ADP C3)	P.3.3.1.9-12 Craft a clear, engaging introduction in which a position or series of claims are stated, a context is provided and the author's approach to the issue is implied through the selection of content and choice of language. (ADP C3)
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P.3.3.2 creating a sustained, strong organizing structure, with an effective body and with logical, clear transitions

P.3.3.2.4-5 Present a body of evidence that supports a relatively uncomplicated argument (a simple claim) with relevant evidence and connects uncomplicated ideas using simple transitions. (ADP C3)	P.3.3.2.6-8 Present a body of evidence that supports the argument with relevant evidence, connects more challenging ideas using a variety of transition strategies. (ADP C3)	P.3.3.2.9-12 Present a body of evidence that presents a series of claims and counterclaims, supports the claims with relevant evidence and appropriate inferences and maintains coherence through the consistent and effective use of connective transitions between sentences and paragraphs. (ADP C3)
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P.3.3.3 creating a sustained, strong organizing structure, with an effective conclusion

P.3.3.3.4-5 Craft a conclusion that competently restates a relatively simple thesis. (ADP E9)	P.3.3.3.6-8 Craft a conclusion that capably restates a more challenging thesis and considers some possible implications of the thesis. (ADP E9)	P.3.3.3.9-10 Craft a conclusion that effectively restates a somewhat complex thesis and considers implications of the thesis. (ADP E9)	P.3.3.3.11-12 Craft a conclusion that skillfully restates a complex thesis, draws conclusions about its importance, describes insights gained and considers how the thesis applies to other questions or issues. (ADP E9)
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