Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score \_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_=\_\_\_\_\_\_%

**Scoring Guide: 2 = All Present and correct; 1 = Present, but needs improvement; 0 = Not present; N/A= not applicable**

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| --- | --- | --- |
| **Feature:** | **Rating: Circle one** | **Feedback:** |
| **Section 1: Claim** |
| **1. Clear, arguable claim that is stated in the student’s own words.** | **2 1 0** |  |
| **2. Qualifiers in the claim are clarified through explanation.** | **2 1 0** |  |
| **3. Key terms in the claim are listed and defined.** | **2 1 0** |  |
| **Section 2: Evidence** |
| **1. Facts or observations presented are specific and relevant to the claim.** | **2 1 0** |  |
| **2. A minimum of 2 specific statements of evidence are presented.** | **2 1 0**  |  |
| **3. Evidence is paraphrased in short, accurate statements.** | **2 1 0** |  |
| **Section 3: Reasons** |
| **1. There are 1 to 1 reason to evidence statements.** | **2 1 0** |  |
| **2. Reasoning establishes a logical connection to the evidence.** | **2 1 0** |  |
| **3. Reasoning connection is stated in the student’s own words.** | **2 1 0** |  |
| **Section 4: Other Arguments** |
| **1. Arguments to strengthen or weaken the claim are presented.** | **2 1 0** |  |
| **2. The source of other arguments is identified.** | **2 1 0** |  |
| **Section 5: Judgments about the quality of evidence, reasoning, and other arguments** |
| **1. A judgment on the quality of evidence is present.** | **2 1 0** |  |
| **2. A judgment on the quality of reasoning is present.** | **2 1 0** |  |
| **3. A judgment on the quality of other arguments is present.** | **2 1 0** |  |
| **Section 6: Claim acceptance or rejection** |
| **1.Statement of whether the claim is accepted or rejected is made.** | **2 1 0** |  |
| **2. An explanation for the decision to accept or reject the claim is made based on evidence, reasoning, and other arguments is present.** | **2 1 0** |  |
| **Organizer Score: \_\_\_\_\_\_\_\_\_/32 = \_\_\_\_\_\_ percent correct \_\_\_\_\_\_\_\_\_\_ # of 0** |