Figure 1.9: Argumentation Writing Checklist (Secondary)

Argument Student Writing Checklist
Directions: Use this checklist to guide you while responding to the following writing task.
_____ _____

Idea Development	
☐ I show I'm aware of the **task, purpose, and audience**.	
☐ I include a distinctive or original **title** to support my topic.	

Introduction:	
☐ My introduction **engages** readers and provides a **context** for my argument.	☐ My argument is based on a **debatable topic** or issue.
☐ I stake a **claim** for my argument by a clear **thesis statement** that begins with a subordinate clause.	

Body paragraphs:	
☐ Each topic sentence is a logical and valid **reason** that supports my argument and connects to the thesis.	☐ I give proper attribution to my sources through **in-text citations**.
☐ I support each reason with **relevant, accurate, and sufficient evidence** (such as facts, data, and examples) that is smoothly integrated into my paper.	☐ I **interpret**, **analyze**, or **comment** about evidence to explain what it means in favor of my argument.
☐ I use **multiple, credible sources** to collect evidence.	☐ I briefly **summarize** the main points of each paragraph.

Conclusion:	
☐ I write a strong ending that is **not abrupt**.	☐ If appropriate, I suggest **solutions** or ways readers can **take action**.
☐ My conclusion **sums up** my most important points without exactly repeating the thesis.	☐ I include a **reflective ending**.

Counterargument:	
☐ I **acknowledge** alternate or **opposing viewpoints**.	☐ I devote a **body paragraph** to the counterargument or **weave** this text into other body paragraphs.
☐ I provide **a reason or reasons, evidence,** and **elaboration** for the weakness in the opposing view to further my argument.	

Organization	
☐ I **organize** each paragraph in an order that promotes a convincing argument.	☐ I know when to begin a new **paragraph** and **indent** properly.
☐ The **evidence** within each paragraph is logically structured.	

Language and Style	
☐ I write in a **consistent point of view**.	☐ I do not include **emotionally charged** words.
☐ I establish and maintain a **formal style** appropriate for my task, purpose, and audience.	☐ I use **precise and accurate vocabulary**.
☐ I use a **reasonable tone** that shows I'm fair- minded and objective.	☐ If I use **repetition**, I do it for effect.

Argument Student Writing Checklist	
Transitions and Sentence Structure	
☐ I use appropriate and varied **transitional strategies** to link sections of my paper and create cohesion. ☐ I use appropriate **transitions between sentences** so my writing flows.	☐ I have **no run-ons or fragments**. ☐ My **sentences begin in different ways**. ☐ I use a **variety of sentence structures**.
Format, Grammar, and Conventions	
☐ I properly **format** my paper with a centered title, left and right margins, and a proper heading. ☐ If **typed**, I use Times New Roman or Arial twelve-point font, black type, and double spacing. If **handwritten**, I neatly write all words. ☐ I compile a **Works Cited page** and **format** it using MLA or APA style.	☐ I use correct **grammar** (such as active voice and consistent verb tense). ☐ I use correct **capitalization**. ☐ My **punctuation** is accurate including for quoted text and in-text citations. ☐ I **spell** all words correctly.

Source: Glass, K. T. (2017b). (Re)designing argumentation writing units for grades 5–12 *(pp. 34–35). Bloomington, IN: Solution Tree Press.*