

Sample Learning Progression for Analyzing and Assessing Arguments, Grades 9–10 (RI.9–10.8, SL.9–10.3)

	First Quarter (Q1)	Second Quarter (Q2)	Third Quarter (Q3)	Fourth Quarter (Q4)
Skill articulation: Developing individual skills	<p>Correctly locates the main argument, subclaims, and evidence of a text, including speeches; articulates the stance and point of view of the speaker or writer</p> <p>Takes a personal stance on the efficacy of the text by validating or rejecting specific evidence or key details in the text, as well as by noting any particular stylistic features of the text or speech</p> <p>Identifies and explains false statements</p>	<p>Independently articulates the point of view and stance of the author; can also identify the tone, noting how word choice informs this assessment</p> <p>Maps the argument’s claims and evidence; can explain in his or her own words the premises and reasoning or warrant used by the author</p> <p>With support, applies criteria for assessing the relevance and sufficiency of the claims and evidence used</p>	<p>Unpacks specific claims in argument, independently applying criteria to assess the relevance and validity of the reasoning and evidence; identifies and critiques false statements and fallacious reasoning</p> <p>Explains, generally, the connection between point of view and rhetoric, noting how diction, use of evidence, and tone inform the persuasiveness of the text; with support, can analyze usage of rhetorical devices and argumentative techniques in specific passages or paragraphs</p>	<p>Delineates and evaluates the argument and specific claims in a grade-appropriate complex text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning</p> <p>Evaluates a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone</p>
Skill articulation: Developing performance with the standard	By end of Q1, can, with support or with a partner, delineate and evaluate the argument and specific claims in a grade-appropriate complex text, at the lower end of the grade band	By end of Q2, can delineate and evaluate the argument and specific claims in a grade-appropriate complex text, at the lower end of the grade band	By end of Q3, can delineate and evaluate the argument and specific claims in a grade-appropriate complex text, at the middle of the grade band	

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Potential work products with corresponding Lexile scores	Editorials or opinion articles, personal essays, speeches (1080L–1200L)	Speeches, debates, longer editorials or opinion articles (1115L–1200L)	Brief excerpts from literary criticism, speeches or debates, longer argumentative essays, nonfiction independent reading (1150L–1250L)	Short excerpts from philosophical texts, short excerpts from literary criticism, longer speeches or tracts, longer argumentative essays, literary fiction independent reading (1200L–1305L)
Assessments	Short responses in which the main idea of the argument is summarized accurately, group or supported formal-argument analysis, short-answer constructed response, quick writes, and exit slips	Outlines or maps of argument, short formal summary of one to two paragraphs on scope and sequence of argument, in-class process writing argument analysis, and exit slips	One-page response in which alternative or counter approaches to the claims, evidence, or reasoning of argument are articulated, explaining how student attends to the strengths and weaknesses of the argument, and a one- to three-paragraph formal evaluation of logic or style of argument	A formal multipage analysis of an argument, attending to both its logic and style