B.E.S.T. Writing Student Checklist

Name _____ Date _____

How your essay is scored

Domain	Points
Purpose/Structure	1–4
Development	1–4
Language	1–4
Total	**12**

4 above grade level · **3** on grade level · **2** approaching · **1** below. A 3 is on grade level, not a bad score.

The citation rule

No citation means Development can't score higher than 2, even if everything else is strong.

Credit the source every time you use it: "According to Source 2..." or "(Source 1)".

Purpose/Structure

- [ ] My position (or claim) is focused, and I keep it all the way through.
- [ ] My organization moves the essay forward, paragraph by paragraph.
- [ ] I used purposeful transitions between ideas.
- [ ] My introduction and conclusion are effective, not just a restated prompt.

Development

- [ ] I used evidence from **more than one source**, and it fits smoothly into my sentences.
- [ ] I **cited** every piece of evidence.
- [ ] I elaborated: after each piece of evidence, I explained what it shows.
- [ ] **Argumentation, grades 7–10:** I fully addressed a counterclaim.

Language

- [ ] I used academic vocabulary that makes my ideas stronger.
- [ ] My sentence structure is varied, and my tone fits the purpose.
- [ ] My conventions are consistent: grammar, punctuation, capitalization and spelling.

My plan: position, sources, counterclaim

My position	**Evidence + source** (Source 1, 2...)	**Counterclaim** (if arguing)

Student summary of FDOE's B.E.S.T. Writing rubrics (grades 7–10 argumentation descriptors shown). Not an official FDOE document.