This framework supports the assessment of high school students’ written arguments focused on civic issues of significance to the student, the community, or the public. These arguments may draw on information and evidence gathered from personal and community experience, current events, history, politics, economics and other relevant disciplines. The framework is designed to focus on the writing, rather than the writer.

(1) **Argues a position** - The writing uses reasoning to establish a position which is the outcome of investigations into a civic issue.

The writing:
- Articulates a position.
- Frames and contextualizes an issue with analysis that explains the issue’s significance.
- Uses reasoning to support and develop a position.

(2) **Supports a position with evidence** - The writing uses evidence and information to support the argued position. (Evidence may include personal experience, primary research as well as scholarly, academic, or media sources).

The writing:
- Marshals (i.e., gathers, integrates, and connects) relevant and appropriate evidence, information, and content knowledge to support the position.
- When appropriate, cites and evaluates the source of the evidence and articulates how this evaluation supports the position.

(3) **Addresses multiple perspectives** - The writing demonstrates an understanding the complexity and impact of issues through seeking out and studying perspectives, often personal or historical narratives, with a stake in the issue or problem at the center of the investigation.

The writing:
- Demonstrates an awareness, informed by multiple perspectives, of the complexity of issues.
- Considers how contextual factors, for example culture and privilege, shape perspective.
- Accurately presents alternate perspectives, when these are explicitly stated.

(4) **Employs a public voice** - The writing uses effective / appropriate tone, style, rhetoric for addressing, engaging, or motivating audiences which have a stake in the public/community issues being investigated.

(5) **Advocates civic action** - The writing proposes, analyzes, supports, or reflects upon civic action.

The writing:
- Identifies the connection between the proposed action and position argued
- Describes or reflects on the (potential) impact, or justification of an action
- Considers how the action balances the common good with personal or community interests