

Argumentative Writing Rubric (grades 7-12)

	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
<p>4 An essay in this category demonstrates clear and consistent mastery, although it may have a few minor errors</p>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> Claim is clearly stated, focused and strongly maintained Alternate or opposing claims are clearly addressed Claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> Effective, consistent use of variety of transitional strategies Logical progression of ideas from beginning to end Effective introduction and conclusion for audience and purpose Strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> Use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete Effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> Few, if any, errors are present in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling
<p>3 An essay in this category demonstrates adequate mastery, although it will have lapses in quality.</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> Claim is clear and for the most part maintained, though some loosely related material may be present Context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> Adequate use of transitional strategies with some variety Adequate progression of ideas from beginning to end Adequate introduction and conclusion Adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> Some evidence from sources is integrated, though citations may be general or imprecise Adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> Use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed Adequate use of punctuation, capitalization, and spelling
<p>2 An essay in this category demonstrates developing mastery, and is marked by ONE OR MORE of the above weaknesses</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> May be clearly focused on the claim but is insufficiently sustained Claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> Inconsistent use of basic transitional strategies with little variety Uneven progression of ideas from beginning to end Conclusion and introduction, if present, are weak Weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> Evidence from sources is weakly integrated, and citations, if present, are uneven Weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> Use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> Frequent errors in usage may obscure meaning Inconsistent use of punctuation, capitalization, and spelling
<p>1 An essay in this category demonstrates little mastery, and is flawed by ONE OR MORE of the above weaknesses</p>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> May be very brief or have a major drift Claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> Few or no transitional strategies are evident Frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details</p> <ul style="list-style-type: none"> Use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> Uses limited language or domain-specific vocabulary May have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> Errors are frequent and severe and meaning is often obscure

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Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims.

Argument Writing Standard

Grade 7 Students	Grade 8 Students	Grades 9-10 Students	Grades 11-12 Students
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically</p> <p>B. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p>D. Establish and maintain a formal style</p> <p>E. Provide a concluding statement or section that flows from the argument presented</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p>D. Establish and maintain a formal style</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from and supports that arguments presented.</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequence claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. <u>Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</u></p> <p>D. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are waiting.</p> <p>F. Provide a concluding statement or section that follows from and supports the argument presented.</p>