

Name: \_\_\_\_\_ Score: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

### Argument Writing School-Wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<b>Establishes a Context</b>  <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> selects and summarizes key ideas to establish context appropriate to the audience by using tools such as precise language, descriptive language, authoritative voice and/or persona.  Establishes an <i>insightful</i> and precise interpretive claim in the form of a thesis when responding to a given prompt.	Selects and summarizes key ideas to establish <b>context</b> appropriate to the audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W.9-12.1&amp;2; VOG-Comm</i>  *Establishes a <b>precise interpretive claim</b> in the form of a <b>valid thesis</b> when responding to a given prompt. <i>W.9-12.1&amp;2; VOG-Critical</i>	Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.  Attempts an interpretive claim in the form of a thesis but the thesis may not address the prompt or may be <u>invalid or unclear</u> .	Does not select and summarize key ideas to set context.  Does not state a thesis.
<b>Demonstrates Critical Thinking</b>  <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> fulfills all discipline-specific and task requirements.  <i>Skillfully</i> develops precise and knowledgeable claims in a logical sequence by clarifying and analyzing the significance of the relationships between claims, reasons, & evidence.  Supports interpretation and conclusions by selecting <i>the most significant</i> and relevant evidence appropriate to the audience's knowledge of the topic, accurately citing evidence as appropriate.  <i>Skillfully</i> uses a variety of effective strategies <i>in order to enhance the overall argument</i> .  <i>Skillfully</i> develops and analyzes counterclaims fairly and <i>thoroughly</i> , supplying <i>the most relevant evidence</i> while highlighting strengths and weaknesses in a manner that anticipates the audience's knowledge level, concerns, <i>values</i> and <i>possible biases</i> .  Accurately uses general academic and/or domain-specific words/phrases <i>to enhance meaning</i> .	Fulfills all discipline-specific and task requirements.  *Develops precise claims in a logical sequence by clarifying, <b>analyzing</b> , and <b>evaluating the credibility of</b> the claims, reasons, and evidence. <i>W.9-10.1b, c; VOG-Critical; VOG-Comm</i>  *Substantiates interpretation and conclusions by selecting significant, relevant, and sufficient <b>evidence</b> (e.g. facts, extended definitions, concrete details, strong and thorough textual evidence, examples, prior knowledge, etc.) appropriate to the audience's knowledge of the topic, accurately citing evidence when appropriate. <i>W.9-10.2b, 8, 9; RI.9-10.1; RL.9-10.1-3 &amp; 10; VOG-Critical</i>  *Uses effective strategies to <b>argue</b> (e.g., appeals to logic and/or ethics, anecdotes, emotionally laden language, compare/contrast, adapting and aligning tone and other creative choices) as appropriate to task and audience. <i>W.9-12.1b, c; VOG-Comm</i>  *Develops and analyzes <b>counterclaims</b> fairly, supplying evidence while highlighting strengths and weaknesses of counterclaims in a manner that anticipates the audience's knowledge level and concerns. <i>W.9-10.1b; VOG-Comm</i>  Accurately uses general academic and/or domain-specific language that clarifies and supports purpose. <i>L.9-12.6</i>	Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.  Attempts to develop precise claims, but some analysis lacks logic, precision, clarity, and/or accuracy; or analysis is insufficient.  Attempts to support interpretation and conclusions, but some evidence lacks significance, relevance, or sufficiency.  Does not cite some evidence, or cites evidence inaccurately and/or inappropriately.  Attempts to use strategies to argue but strategies are ineffective or inappropriate to the task or audience.  Attempts to analyze counterclaims, but analysis does not sufficiently address evidence, strengths, weaknesses, and/or audience concerns.  Attempts to use general academic and/or domain-specific words/phrases, but some usage is <u>inaccurate or inappropriate</u> .	Does not fulfill several discipline-specific and task requirements.  Most analysis lacks logic, clarity and accuracy, or no analysis is present.  Interpretation and conclusions are not supported with evidence.  Does not cite evidence.  Little or no attempt at using strategies to argue  Does not address or analyze counterclaims.  Does not use general academic and/or domain-specific words/phrases.
<b>Produces Clear and Coherent Writing</b>	Uses a sophisticated organizational structure that enhances the response.  Establishes and consistently maintains a formal style and objective tone while attending to the discipline-specific writing norms and conventions.	Constructs and expresses well-developed ideas in a <b>clear and logically organized</b> manner appropriate to task, purpose, and audience with a coherent opening, body, transitions, and a conclusion that follows from and supports the argument presented. <i>W.9-12.1-4; VOG-Comm</i>  Establishes a <b>formal style</b> and <b>objective tone</b> while attending to the discipline-specific writing norms and conventions. <i>W.9-12.1d, 2e</i>	Provides some elements of organization and/or organization causes confusion.  Attempts to establish a formal style and objective tone, but one element is insufficient.	Little evidence of organization.  Does not establish either a formal style or an objective tone.
<b>Demonstrates Command of Written Language Conventions</b>	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. <i>L.9-12.1,2</i>  Occasional errors do not interfere with meaning (for on-demand writing).	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.  Errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.  Errors inhibit meaning.