

Name: \_\_\_\_\_

Score: \_\_\_\_\_

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

**Argument Writing School-wide Rubric**

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

NOTES: a) Students cannot achieve an overall meet standard score (3 or 4) on the task if they have received a below standard score (1) on any individual indicator.

b) An asterisk (\*) indicates essential indicators when determining preponderance of the evidence.