Argumentative Writing Rubric Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ Text(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Trait 1: Idea Development, Organization, & Coherence\*** | **The student’s response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant evidence.** | **The student’s response is a complete argument that relates and supports claims with some evidence.** | **The student’s response is an incomplete or oversimplified argument that relates and partially supports claims with loosely related evidence.** | **The student’s response is a weak attempt to write an argument and does not support claims with adequate evidence.** |
|  | **4 points** | **3 points** | **2 points** | **1 point** |
| **Organization (W1a)** | Effectively introduces an opinion or claim, organizes supporting reasons and evidence clearly, and acknowledges alternate or opposing claims (opposing claim 7th/8th) | Introduces a claim or opinion and organizes supporting reasons and acknowledges alternate or opposing claims (opposing claim 7th/8th) | Attempts to introduce a claim or opinion and acknowledges alternate or opposing claims  (opposing claim 7th/8th) | May not introduce a claim or opinion or claim |
| **Development (W1b)** | Supports claims with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources | Supports claims with reasons and evidence using some facts, details, or other information from generally credible sources | Attempts to support claims and opinions with reasons and evidence sometimes, but relevancy is often unclear | May not support claims or opinions |
| **Relationships Between Claims and Reasons (W1c)** | Uses words, phrases, or clauses effectively to connect ideas and clarify relationships between claims and reasons | Uses words, phrases, or clauses to connect ideas and link claims and reasons | Uses few words, phrases, or clauses to connect ideas and link claims and reasons. | May be too brief to connect related ideas |
| **Formal Style (W1d)** | Establishes and maintains formal style that is appropriate for the task, purpose, and audience | Uses formal style fairly consistently for the task, purpose, and audience | Uses formal style inconsistently or uses informal style | Uses very informal style that is not appropriate for task, purpose, or audience |
| **Conclusion (W1e)** | Provides a strong concluding statement or section that logically follows from the argument presented | Provides a concluding statement or  section that follows the argument presented | Provides a weak concluding statement or section | Provides a minimal or no concluding statement or section |
| **Trait 2: Language Usage & Conventions\*** |  | **The student’s response demonstrates full command of language usage and conventions.** | **The student’s response demonstrates partial command of language usage and conventions.** | **The student’s response demonstrates weak command of language usage and conventions.** |
|  |  | **3 Points** | **2 Points** | **1 Point** |
| **Usage/Conventions (L1)** |  | Any errors in usage and conventions do not interfere with meaning\* | Has minor errors in usage and conventions with no significant effect on meaning\* | Has frequent errors in usage and conventions that interfere with meaning\* |
| **Sentence Structure (L3a)** |  | Effectively varies sentence patterns for meaning, reader/listener interest, and style | Varies some sentence patterns for meaning, reader/listener interest and style | Uses simple sentence patterns with little variety |
| **Style/Tone (L3b)** |  | Maintains consistency in style and tone | Generally maintains consistent style and tone | Shows inconsistency in style and tone |
| **Usage/Conventions (L1)** |  | Shows command of language and conventions when writing | Shows some knowledge of language and conventions when writing | Shows little knowledge of language and conventions when writing |
| **Grade Specific Standard(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | Shows full command of grade specific language standard | Shows some knowledge of grade specific language standard | Shows little knowledge of grade specific standard |
| **Total Points** |  |  |  |  |

**\**Note: No points will be given if the student copies so much text from the passage(s) that there is not sufficient original work to be scored*.**

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| **35-100** | **34-98** | **33-97** | **32-96** | **31-94** | **30-92** | **29-90** | **28-88** | **27-86** | **26-84** | **25-82** | **24-80** | **23-78** |
| **22-76** | **21-74** | **20-72** | **19-70** | **18-68** | **17-66** | **16-64** | **15-62** | **14-60** | **13-58** | **12-57** | **11-56** | **10-55** |