

11-12th Grade Argument Writing Rubric

<b>W11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>				
<b>Scoring Criteria</b>	<b>1- Beginning</b>	<b>2- Approaching</b>	<b>3- Competent*</b>	<b>4- Advanced</b>
<b>Purpose and Focus</b> W11-12.1.a; W11-12.4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Launches directly into topic with no introduction.</li> <li><input type="checkbox"/> Shows limited awareness of purpose.</li> <li><input type="checkbox"/> Does not establish focus.</li> <li><input type="checkbox"/> Does not acknowledge alternate or opposing claim.</li> <li><input type="checkbox"/> Shows limited awareness of audience's needs by providing little or no context.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic vaguely or bluntly.</li> <li><input type="checkbox"/> Shows some awareness of purpose by implying or suggesting a claim.</li> <li><input type="checkbox"/> Attempts to establish focus, but the non-specificity of the claim may cause lapses.</li> <li><input type="checkbox"/> Attempts to acknowledge alternate or opposing claim.</li> <li><input type="checkbox"/> Indicates some awareness of audience's needs by providing some context.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orients the reader with an introduction to the topic.</li> <li><input type="checkbox"/> Establishes a purpose by making a precise, knowledgeable claim.</li> <li><input type="checkbox"/> Maintains focus on the claim throughout.</li> <li><input type="checkbox"/> Distinguishes the claim from alternate or opposing claim.</li> <li><input type="checkbox"/> Indicates an awareness of audience's needs by providing relevant contextual details.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orients and engages the reader with an angled and compelling introduction.</li> <li><input type="checkbox"/> Establishes a purpose by making a precise, knowledgeable convincing claim.</li> <li><input type="checkbox"/> Maintains clear focus on the claim throughout.</li> <li><input type="checkbox"/> Distinguishes the claim from alternate or opposing claims demonstrating awareness of complexities of the issue.</li> <li><input type="checkbox"/> Indicates strong awareness of audience's needs by providing context and anticipating reader's response to claim.</li> </ul>
<b>Idea Development</b> W11-12.1.b, e; W11-12.4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes Ideas, reasons, facts and/or details that appear to be in no particular order.</li> <li><input type="checkbox"/> Uses few or no sources.</li> <li><input type="checkbox"/> Ends seemingly in the middle of a section with no sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to develop implied claim and counterclaim fairly and thoroughly, supplying the same evidence for each.</li> <li><input type="checkbox"/> Uses limited sources that may be insufficient to support the intended claim and/or that lack credibility.</li> <li><input type="checkbox"/> Provides a conclusion that may feel abrupt or insufficient.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops claim and counterclaim 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.</li> <li><input type="checkbox"/> Provides a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops claim and counterclaim fairly and thoroughly, supplying the most relevant and compelling evidence for each while pointing out the strengths and limitations of both in a manner that anticipates and addresses the audience's knowledge level, concerns, values, and possible biases.</li> <li><input type="checkbox"/> Provides a compelling concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>Structure</b> W11-12.1.a, c; W11-12.4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes some facts and/or details, but does not give reasons for their inclusion, or facts and/or details do not support a particular claim.</li> <li><input type="checkbox"/> Use of transitional words, phrases and clauses to link ideas and reasons is limited or ineffective.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to create an organization that establishes clear relationships among the implied claim, counterclaim, reasons, and evidence.</li> <li><input type="checkbox"/> Groups ideas, reasons, facts, and details into sections or paragraphs that feel mostly cohesive, but may also include some irrelevant information. These sections or paragraphs appear to be in no particular order.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates an organization that establishes clear relationships among claim, counterclaim, reasons, and sufficient evidence.</li> <li><input type="checkbox"/> Uses 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 and reasons, between reasons and evidence, and between claim and counterclaim</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates an organization that establishes clear relationships among claim, counterclaim, reasons, and sufficient, compelling evidence.</li> <li><input type="checkbox"/> Uses words, phrases, and clauses as well as varied syntax skillfully to link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaim.</li> </ul>
<b>Research</b> W11-12.7-9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes minimal research but relevance is not clear (may or may not avoid plagiarism).</li> <li><input type="checkbox"/> Does not cite sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrates some researched information into text with minor lapses (may or may not avoid plagiarism).</li> <li><input type="checkbox"/> Cites sources inconsistently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrates researched information selectively into text to maintain flow of ideas (with no evidence of plagiarism).</li> <li><input type="checkbox"/> Follows standard citation format.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrates researched information selectively to maintain and enhance flow of ideas (without plagiarism).</li> <li><input type="checkbox"/> Consistently follows standard citation and effectively embeds citations.</li> </ul>
<b>Language and Conventions</b> L11-12.1-3; W11-12.1.d	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows little evidence of correct grammar /usage.</li> <li><input type="checkbox"/> Makes several convention errors (spelling, punctuation, capitalization) that impede communication.</li> <li><input type="checkbox"/> Shows little or no evidence of how to use language and its conventions to create reader interest.</li> <li><input type="checkbox"/> Shows limited understanding of appropriate style and tone. Does not apply the norms and conventions of the topic's discipline.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows some evidence of correct grammar and usage.</li> <li><input type="checkbox"/> Makes some convention errors (e.g., spelling, punctuation, capitalization) that do not impede communication.</li> <li><input type="checkbox"/> Shows some evidence of how to use language to create reader interest.</li> <li><input type="checkbox"/> Establishes a formal style but is inconsistent; uses objective tone with lapses; attempts to apply the norms and conventions of the topic's discipline.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows command of the conventions of standard English grammar and usage.</li> <li><input type="checkbox"/> Shows command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li><input type="checkbox"/> Uses knowledge of language to make effective choices for meaning or style.</li> <li><input type="checkbox"/> Establishes a formal style and objective tone while attending to the norms and conventions of the topic's discipline.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows and maintains a consistent command of the conventions of standard English grammar and usage.</li> <li><input type="checkbox"/> Shows and maintains a consistent command of the conventions of standard English capitalization, punctuation, and spelling.</li> <li><input type="checkbox"/> Skillfully uses knowledge of language and its functions to skillfully connect with audience.</li> <li><input type="checkbox"/> Establishes and consistently maintains a formal style and objective tone while attending to the norms and conventions of the topic's discipline.</li> </ul>