

**11<sup>th</sup>/12<sup>th</sup> Grade CCSS Writing Rubric – ARGUMENT**

<b>Criterion</b>	<b>5 – Advanced (above grade level)</b>	<b>4 – Proficient (at grade level)</b>	<b>3 - Basic</b>	<b>2 - Below Basic</b>	<b>1 - Far Below Basic</b>
<b>Claim</b>	The writing – <ul style="list-style-type: none"> <li>skillfully introduces and orients reader to compelling, precise claim(s)</li> <li>takes a purposeful position that can be strongly supported by reasons and evidence</li> </ul>	The writing – <ul style="list-style-type: none"> <li>competently introduces and orients reader to precise claim(s)</li> <li>takes a clearly identifiable position that can be supported by reasons and evidence</li> </ul>	The writing – <ul style="list-style-type: none"> <li>introduces and orients reader to claim(s)</li> <li>takes a position that can be supported by reasons and evidence</li> </ul>	The writing – <ul style="list-style-type: none"> <li>introduces superficial or unclear claim(s)</li> <li>takes a vague position that can be supported only ineffectively by reasons and evidence</li> </ul>	The writing – <ul style="list-style-type: none"> <li>fails to introduce relevant claim(s)</li> <li>does not take a clear position</li> </ul>
<b>Development</b>	The writing – <ul style="list-style-type: none"> <li>provides substantial and pertinent evidence to support claim(s)</li> <li>insightfully distinguishes the claim(s) from alternate or opposing claims</li> <li>thoroughly, strategically and fairly develops claim(s) and counterclaims with the most relevant evidence; skillfully points out the strengths and limitations of both in a manner that expertly anticipates the audience’s knowledge level, concerns, values &amp; possible biases</li> <li>expertly uses specific rhetorical devices to strongly support assertions (<i>e.g., appeal to emotion or ethical belief; relate a personal anecdote or case study</i>)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>provides sufficient and relevant evidence to support claim(s)</li> <li>clearly distinguishes the claim(s) from alternate or opposing claims</li> <li>carefully and fairly develops claim(s) and counterclaims with the most relevant evidence; competently points out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values &amp; possible biases</li> <li>uses specific rhetorical devices to support assertions (<i>e.g., appeal to emotion or ethical belief; relate a personal anecdote or case study</i>)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>provides some relevant evidence to support claim(s)</li> <li>distinguishes the claim(s) from alternate or opposing claims</li> <li>develops claim(s) and counterclaims with some relevant evidence; incompletely points out strengths and limitations of both in a manner that shows some awareness of the audience’s knowledge level, concerns, values, &amp; possible biases</li> <li>uses some rhetorical devices to support assertions (<i>e.g., appeal to emotion or ethical belief; relate a personal anecdote or case study</i>)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>provides minimal and/or superficial evidence to support claim(s)</li> <li>may fail to adequately distinguish the claim(s) from alternate or opposing claims</li> <li>develops claim(s) and counterclaims unfairly and/or with inadequate evidence; leaves out strengths or limitations of one or both; inaccurately anticipates the audience’s knowledge level, concerns, values &amp; possible biases</li> <li>uses few or ineffective rhetorical devices to support assertions (<i>e.g., appeal to emotion or ethical belief; relate a personal anecdote or case study</i>)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>provides inaccurate and/or irrelevant evidence to support claim(s); text may lack evidence altogether</li> <li>does not distinguish the claim(s) from alternate or opposing claims</li> <li>does not develop claim(s) and/or counterclaims; text lacks awareness of audience’s knowledge level, concerns, values and/or possible biases</li> <li>does not use rhetorical devices to support assertions</li> <li>shows little or inaccurate understanding of topic</li> </ul>
<b>Organization &amp; Cohesion</b>	The writing – <ul style="list-style-type: none"> <li>effectively uses organizational structure and word choice to establish clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>strategically uses specific words, phrases, and/or clauses to powerfully link major sections and create seamless cohesion</li> <li>maintains a purposeful, logical progression of ideas from beginning to end, including a meaningful conclusion that clearly follows from and strongly supports the argument presented</li> </ul>	The writing – <ul style="list-style-type: none"> <li>competently uses organizational structure and word choice to establish clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>skillfully uses specific words, phrases, and/or clauses to link major sections and create cohesion</li> <li>maintains a logical progression of ideas from beginning to end, including a conclusion that clearly follows from and supports the argument presented</li> </ul>	The writing – <ul style="list-style-type: none"> <li>uses organizational structure and word choice to establish relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>uses some fitting words, phrases, and/or clauses to create basic links between major sections</li> <li>maintains a reasonable progression of ideas from beginning to end, including a conclusion that generally follows from and supports the argument presented</li> </ul>	The writing – <ul style="list-style-type: none"> <li>attempts to use organizational structure and word choice to connect claim(s), counterclaim(s), reasons, and evidence</li> <li>inconsistently uses words, phrases, and/or clauses to link major sections and create cohesion</li> <li>attempts a progression of ideas from beginning to end, including a conclusion that ineffectively or unclearly follows from and/or supports the argument presented</li> </ul>	The writing – <ul style="list-style-type: none"> <li>does not show relationships between claim(s), counterclaim(s), reasons, and evidence</li> <li>uses few or no specific words, phrases, or clauses to link sections or create cohesion</li> <li>maintains little or no discernible organization of ideas</li> <li>does not provide a conclusion or the conclusion does not follow from or support the argument presented</li> </ul>
<b>Language &amp; Conventions</b>	The writing – <ul style="list-style-type: none"> <li>skillfully uses sophisticated language, a formal style and objective tone appropriate for the task, purpose, and audience</li> <li>uses sophisticated sentences that vary in length and syntax for purposeful effect in meaning and style</li> <li>demonstrates an exemplary command of standard English conventions (punctuation, capitalization, spelling, grammar) along with discipline-specific requirements (i.e., MLA, APA)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>uses relevant and precise language, a formal style and objective tone appropriate for the task, purpose, and audience</li> <li>uses complete sentences that vary in length and syntax for effect in meaning and style</li> <li>demonstrates a command of English conventions (punctuation, capitalization, spelling, grammar) along with discipline-specific requirements (i.e., MLA, APA)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>uses language, style and tone generally appropriate for the task, purpose, and audience</li> <li>uses mostly complete sentences and some variety in sentence length and syntax for effect in meaning and style</li> <li>demonstrates general command of English conventions (punctuation, capitalization, spelling, grammar) and discipline-specific requirements (i.e., MLA, APA) with minor errors</li> </ul>	The writing – <ul style="list-style-type: none"> <li>uses basic language, style and tone inconsistently appropriate for the task, purpose, and audience</li> <li>has sentence formation errors and/or a lack of sentence variety in length and syntax</li> <li>demonstrates limited and/or inconsistent command of English conventions (punctuation, capitalization, spelling, grammar) and discipline-specific requirements (i.e., MLA, APA); errors cause confusion</li> </ul>	The writing – <ul style="list-style-type: none"> <li>uses simplistic language and/or style and tone that are inappropriate for the task, purpose, and audience</li> <li>has severe sentence formation errors and/or a lack of sentence variety; syntax is not used for effect in meaning or style</li> <li>contains pervasive errors in English conventions (punctuation, capitalization, spelling, grammar) and/or discipline-specific requirements (i.e., MLA, APA) which significantly interfere with clarity</li> </ul>