11th/12th Grade CCSS Writing Rubric - ARGUMENT

Criterion	5 – Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Official	(above grade level)	(at grade level)			
Claim	The writing –	The writing –	The writing –	The writing –	The writing –
Olaiiii	 skillfully introduces and orients reader 	 competently introduces and orients 	 introduces and orients reader to 	 introduces superficial or unclear 	fails to introduce relevant
	to compelling, precise claim(s)	reader to precise claim(s)	claim(s)	claim(s)	claim(s)
	 takes a purposeful position that can be 	 takes a clearly identifiable position 	 takes a position that can be 	 takes a vague position that can be 	does not take a clear position
	strongly supported by reasons and	that can be supported by reasons and	supported by reasons and evidence	supported only ineffectively by reasons	
	evidence	evidence		and evidence	
Development	The writing –	The writing –	The writing –	The writing –	The writing –
	 provides substantial and pertinent 	provides sufficient and relevant	 provides some relevant evidence to 	provides minimal and/or superficial	provides inaccurate and/or
	evidence to support claim(s)	evidence to support claim(s)	support claim(s)	evidence to support claim(s)	irrelevant evidence to support
	 insightfully distinguishes the claim(s) 	clearly distinguishes the claim(s)	 distinguishes the claim(s) from 	may fail to adequately distinguish the	claim(s); text may lack evidence
	from alternate or opposing claims	from alternate or opposing claims	alternate or opposing claims	claim(s) from alternate or opposing	altogether
	• thoroughly, strategically and fairly	carefully and fairly develops claim(s)	develops claim(s) and	claims	does not distinguish the claim(s)
	develops claim(s) and counterclaims with	and counterclaims with the most	counterclaims with some relevant	develops claim(s) and counterclaims	from alternate or opposing claims
	the most relevant evidence; skillfully	relevant evidence; competently	evidence; incompletely points out	unfairly and/or with inadequate	does not develop claim(s) and/or
	points out the strengths and limitations of	points out the strengths and	strengths and limitations of both in	evidence; leaves out strengths or	counterclaims; text lacks
	both in a manner that expertly anticipates	limitations of both in a manner that	a manner that shows some	limitations of one or both; inaccurately	awareness of audience's
	the audience's knowledge level, concerns,	anticipates the audience's knowledge	awareness of the audience's	anticipates the audience's knowledge	knowledge level, concerns, values
	values & possible biases	level, concerns, values & possible	knowledge level, concerns, values, &	level, concerns, values & possible biases • uses few or ineffective rhetorical	and/or possible biases
	 expertly uses specific rhetorical devices to strongly support assertions (e.q., 	biases	possible biases		does not use rhetorical devices to support assertions
	appeal to emotion or ethical belief; relate	• uses specific rhetorical devices to support assertions (e.q., appeal to	 uses some rhetorical devices to support assertions (e.g., appeal to 	devices to support assertions (e.g., appeal to emotion or ethical belief;	to support assertions • shows little or inaccurate
	a personal anecdote or case study)	emotion or ethical belief; relate a	emotion or ethical belief; relate a	relate a personal anecdote or case	understanding of topic
	a personal anecaote of case study)	personal anecdote or case study)	personal anecdote or case study)	study)	understanding of topic
2	The writing –	The writing –	The writing –	The writing –	The writing –
Organization &	effectively uses organizational structure	competently uses organizational	uses organizational structure and	attempts to use organizational	does not show relationships
Cohesion	and word choice to establish clear	structure and word choice to	word choice to establish	structure and word choice to connect	between claim(s), counterclaim(s),
	relationships among claim(s),	establish clear relationships among	relationships among claim(s),	claim(s), counterclaim(s), reasons, and	reasons, and evidence
	counterclaim(s), reasons, and evidence	claim(s), counterclaim(s), reasons,	counterclaim(s), reasons, and	evidence	 uses few or no specific words,
	 strategically uses specific words, 	and evidence	evidence	• inconsistently uses words, phrases,	phrases, or clauses to link sections
	phrases, and/or clauses to powerfully link	skillfully uses specific words,	 uses some fitting words, phrases, 	and/or clauses to link major sections and	or create cohesion
	major sections and create seamless	phrases, and/or clauses to link major	and/or clauses to create basic links	create cohesion	maintains little or no discernible
	cohesion	sections and create cohesion	between major sections	attempts a progression of ideas from	organization of ideas
	 maintains a purposeful, logical 	 maintains a logical progression of 	 maintains a reasonable 	beginning to end, including a conclusion	does not provide a conclusion or
	progression of ideas from beginning to	ideas from beginning to end,	progression of ideas from beginning	that ineffectively or unclearly follows	the conclusion does not follow
	end, including a meaningful conclusion	including a conclusion that clearly	to end, including a conclusion that	from and/or supports the argument	from or support the argument
	that clearly follows from and strongly	follows from and supports the	generally follows from and supports	presented	presented
	supports the argument presented	argument presented	the argument presented		
Language &	The writing –	The writing –	The writing –	The writing –	The writing –
	skillfully uses sophisticated language, a	uses relevant and precise language,	uses language, style and tone	uses basic language, style and tone	uses simplistic language and/or
Conventions	formal style and objective tone	a formal style and objective tone	generally appropriate for the task,	inconsistently appropriate for the task,	style and tone that are
	appropriate for the task, purpose, and	appropriate for the task, purpose, and	purpose, and audience	purpose, and audience	inappropriate for the task,
	audience	audience	uses mostly complete sentences and same variety in sentence length	has sentence formation errors and/or leak of sentence veriety in length and	purpose, and audience
	• uses sophisticated sentences that vary in	uses complete sentences that vary in length and syntax for effect in	and some variety in sentence length	a lack of sentence variety in length and	• has severe sentence formation
	length and syntax for purposeful effect in	in length and syntax for effect in	and syntax for effect in meaning and	syntax • demonstrates limited and/or	errors and/or a lack of sentence
	meaning and style • demonstrates an exemplary command	meaning and style • demonstrates a command of English	style • demonstrates general command	demonstrates limited and/or inconsistent command of English	variety; syntax is not used for effect in meaning or style
	of standard English conventions	conventions (punctuation,	of English conventions (punctuation,	conventions (punctuation, capitalization,	contains pervasive errors in English
	(punctuation, capitalization, spelling,	capitalization, spelling, grammar)	capitalization, spelling, grammar)	spelling, grammar) and discipline-	conventions (punctuation,
	grammar) along with discipline-specific	along with discipline-specific	and disicpline-specific requirements	specific requirements (i.e., MLA, APA);	capitalization, spelling, grammar)
	requirements (i.e., MLA, APA)	requirements (i.e., MLA, APA)	(i.e., MLA, APA) with minor errors	errors cause confusion	and/or discipline-specific requirements
	regarientes (nei) men, min,	. equirements (ne., with, Al A)	they may rung with himor thors	cc.s cadse comasion	(i.e., MLA, APA) which significantly
					interfere with clarity