

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

	<b>Hon – A</b>	<b>Hon – B</b>	<b>Ac – A</b>	<b>Hon – C</b>	<b>Ac – B</b>	<b>Hon – D</b>	<b>Ac – C</b>	<b>Hon – F</b>	<b>Ac – D/F</b>
<b>Criterion</b>	<b>5 – Above Grade Level</b>	<b>4 – At Grade Level</b>		<b>3 – Approaching Grade Level</b>		<b>2 - Below Grade Level</b>		<b>1 - Far Below Grade Level</b>	
<b>Focus/ Claim</b>	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces artful, precise, and knowledgeable claim in a sophisticated thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces precise, knowledgeable claim in a clear thesis statement</li> </ul>		<ul style="list-style-type: none"> <li>Superficially addresses all aspects of the prompt</li> <li>Introduces reasonable claim in a thesis statement</li> </ul>		<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces underdeveloped or flawed claim in a weak thesis statement</li> </ul>		<ul style="list-style-type: none"> <li>Minimally addresses some aspects of the prompt</li> <li>Does not introduce a relevant claim and/or lacks a thesis statement</li> </ul>	
<b>Organi- zation/ Structure</b>	<ul style="list-style-type: none"> <li>Skillfully orients reader to topic in introduction</li> <li>Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs</li> <li>Includes strategic and logical progression of ideas from beginning to end with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which follows from and supports claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topic in introduction</li> <li>Creates cohesion through linking words, phrases, and clauses within and between paragraphs</li> <li>Includes logical progression of ideas from beginning to end with relevant body paragraphs</li> <li>Provides a conclusion that follows from and supports claim(s)</li> </ul>		<ul style="list-style-type: none"> <li>Superficially orients reader to topic in introduction</li> <li>Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs</li> <li>Includes adequate progression of ideas from beginning to end with body paragraphs</li> <li>Provides a conclusion which repetitively or partially supports claim(s)</li> </ul>		<ul style="list-style-type: none"> <li>Inadequately orients reader to topic in introduction</li> <li>Uses limited and/or inappropriate linking words, phrases, or clauses</li> <li>Includes illogical progression of ideas from beginning to end with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> </ul>		<ul style="list-style-type: none"> <li>Does not orient reader to topic in introduction or introduction is missing</li> <li>Uses few or no linking words, phrases, or clauses</li> <li>Includes no discernible organization of ideas in body paragraphs</li> <li>Omits conclusion</li> </ul>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim(s)</li> <li>Seamlessly and effectively integrates and cites credible sources and/or text evidence</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or text evidence</li> </ul>		<ul style="list-style-type: none"> <li>Provides limited and/or superficial evidence to support claim(s)</li> <li>Ineffectively integrates and cites adequate sources and/or text evidence</li> </ul>		<ul style="list-style-type: none"> <li>Provides minimal and/or irrelevant evidence to support claim(s)</li> <li>Incorrectly integrates or cites sources and/or text evidence that may not be credible</li> </ul>		<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim(s)</li> <li>Does not use or cite sources and/or text evidence</li> </ul>	
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic/text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> <li>Convincingly refutes specific counter-claim(s)</li> <li>Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic/text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> <li>Competently refutes specific counter-claim(s)</li> <li>Uses specific rhetorical devices to support assertions</li> </ul>		<ul style="list-style-type: none"> <li>Shows simplistic understanding of topic/text</li> <li>Uses some valid reasoning to connect evidence with claim(s)</li> <li>Minimally refutes specific counter-claim(s)</li> <li>Uses some rhetorical devices to support assertions</li> </ul>		<ul style="list-style-type: none"> <li>Shows limited understanding of topic/text</li> <li>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</li> <li>Acknowledges alternate or opposing claim(s)</li> <li>Uses some rhetorical devices to support assertions with limited success</li> </ul>		<ul style="list-style-type: none"> <li>Shows no understanding of topic/text</li> <li>Reasoning is missing or does not connect evidence with claim(s)</li> <li>Does not acknowledge alternate or opposing claim(s)</li> <li>Lacks rhetorical devices to support assertions</li> </ul>	
<b>Language</b>	<ul style="list-style-type: none"> <li>Uses purposeful, varied, and correct sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Competently uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>		<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Superficially uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>		<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Inadequately uses academic language and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>		<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Does not use academic language and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	
<b>Format</b>	(If applicable) Student avoided plagiarism and correctly followed a standard citation method with:	<ul style="list-style-type: none"> <li>Few to no minor errors</li> </ul>		<ul style="list-style-type: none"> <li>Several minor errors</li> </ul>		<ul style="list-style-type: none"> <li>Multiple errors</li> </ul>		<ul style="list-style-type: none"> <li>Pervasive Errors</li> </ul>	