



Argumentative Writing Rubric

Grade 11

| | 1 Beginning | 2 Approaching | 3 Developing | 4 Proficient | 5 Advanced |
|------------------------|---|--|---|--|--|
| Claim/ Counterclaim | <ul style="list-style-type: none"> The piece of writing does not yet include a statement of a claim to help readers understand the focus of the writing. The piece of writing does not yet mention alternate or opposing viewpoints. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 1, perhaps indicating a point of view, but has not fully met the criteria for level 3. | <ul style="list-style-type: none"> The piece of writing introduces claim(s) about a substantive topic, but they may not be described precisely enough to establish the full significance or fully address the prompt. Alternate or opposing viewpoints are mentioned, but they may be presented in a way that does not clearly distinguish them from the claim, or they are presented in a way that is inaccurate, unfair, or unclear. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 3, but has not fully met the criteria for level 5 | <ul style="list-style-type: none"> Well-crafted and knowledgeable claims about a substantive topic are presented, and the significance of the claims is clearly established. The piece of writing acknowledges alternate or opposing viewpoints and distinguishes them clearly, fairly, and thoroughly from the claim(s). |
| Evidence | <ul style="list-style-type: none"> The piece of writing does not yet include evidence. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 1, perhaps referencing the text, but has not fully met the criteria for level 3. | <ul style="list-style-type: none"> The piece of writing provides some evidence, but it may not be sufficient or relevant enough to develop claim(s) fairly, or it does not fully support the writer's analysis, including supporting the refutation of counterclaims. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 3 but has not fully met the criteria for level 5. | <ul style="list-style-type: none"> The piece of writing provides the most relevant evidence sufficient to develop the claim(s) and counterclaims fairly and thoroughly. |
| Reasoning | <ul style="list-style-type: none"> The piece of writing does not yet provide reasoning in support of the claim and counterclaims, leaving evidence (if present) unexplained. The piece of writing does not yet use words, phrases, and clauses that clarify relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 1, perhaps by providing an explanation of evidence or by providing some words that attempt to clarify relationships in the argument, but has not fully met the criteria for level 3. | <ul style="list-style-type: none"> The argument is somewhat developed, but is not always fair or thorough, describing some strengths and weaknesses of the claim(s) and counterclaims, but perhaps without fully considering the audience's knowledge, concerns, values, or possible biases. The chosen words, phrases, clauses, and varied syntax sometimes link the major sections of the piece of writing, but some relationships are not clear between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 3, but has not fully met the criteria for level 5 | <ul style="list-style-type: none"> The argument is well-crafted, providing fair and thorough development of each main point. The explanations of reasoning provide a clear analysis of the evidence presented and demonstrate a deep understanding of the topic by pointing out the strengths and weaknesses of the claim(s) and counterclaims in a manner that anticipates the audience's knowledge, concerns, values, and possible biases. Well-chosen words, phrases, clauses, and varied syntax build a cohesive argument and clarify the relationships between parts of the argument. |
| Coherence | <ul style="list-style-type: none"> The piece of writing does not yet provide an introduction. An organizational plan for supporting the claim is not clear in this draft. The piece of writing does not yet attempt to provide a concluding statement or section that relates to or supports the argument in this draft. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 1, perhaps indicating a plan for organization or perhaps providing the beginnings of a conclusion, but has not fully met the criteria for level 3. | <ul style="list-style-type: none"> The piece of writing provides an introduction that requires further development to capture reader attention and/or transition smoothly to argument and its particular significance and focus. The piece of writing's organization of ideas is apparent, but it is not always clear or logical, and may not be appropriate to task, purpose, and audience. The piece of writing provides a conclusion, but in this draft, it does not fully support or clearly follow from the argument presented, or it appears mechanical or repetitive. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 3, but has not fully met the criteria for level 5. | <ul style="list-style-type: none"> The piece of writing provides an introduction that captures reader attention and transitions smoothly to the argument, capturing both the significance of the topic and the specific plan for the argument's development. The piece of writing's organization is well-crafted, with a clear, logical, and focused progression of supportable reasons to develop the claim. The piece of writing provides a well-crafted conclusion that follows from and supports the argument presented, concisely capturing the writer's argument without merely repeating the claim(s). |
| Audience Appeal | <ul style="list-style-type: none"> The piece of writing does not yet establish or maintain a formal style or an objective tone. The piece of writing demonstrates the need for support in developing a basic command of the conventions. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 1 perhaps showing at times some basic command of the conventions of standard English grammar, but has not fully met the criteria for level 3. | <ul style="list-style-type: none"> The piece of writing's language sometimes establishes a formal style and objective tone but does not yet maintain them consistently given the task, purpose, audience, discipline, and occasion. The piece of writing is challenging for readers at times due to inconsistent use of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | <ul style="list-style-type: none"> The piece of writing exceeds the achievement described in level 3, perhaps containing some minor but consistent errors, but has not fully met the criteria for level 5 | <ul style="list-style-type: none"> The piece of writing's use of language effectively establishes and maintains a formal style and objective tone that is appropriate to the task, purpose, audience, discipline, and occasion. Varied syntax adds interest. The piece of writing is strengthened by a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling and has very few errors. |