



Argumentative Writing Rubric

Grade 9

	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 topic, but it may not be articulated with enough clarity and precision to provide focus for the argument 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 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"> The piece of writing introduces well-crafted, clear, supportable, and precisely articulated claim(s) about the topic/prompt and indicates a distinct focus for the writing. The piece of writing acknowledges alternate or opposing viewpoints fairly and distinguishes them clearly and explicitly 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, though it may not be relevant or sufficient to develop the claim(s) and address and refute counterclaims fairly. 	<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 well-chosen, relevant, and sufficient evidence to develop effective support for the claim and address the counterclaim fairly.
Reasoning	<ul style="list-style-type: none"> The piece of writing does not yet provide development or explain the evidence presented. The piece of writing does not yet provide words, phrases, and clauses that clarify relationships within the argument. 	<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 support is developed at times, but may not always provide a complete explanation of the evidence making the analysis unclear for readers. The words, phrases, and clauses used attempt to link the major sections of the piece of writing, but some gaps remain for readers in terms of clarifying the 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 3 perhaps by providing linking words and phrases, but has not fully met the criteria for level 5 	<ul style="list-style-type: none"> The argument is well-crafted, demonstrating a clear understanding of the topic and effective analysis, including clear explanations of how the selected evidence links back to each reason or main point used to support the claim. Well-chosen words, phrases, and clauses throughout the piece build a cohesive argument and clarify relationships among claim(s), counterclaims, reasons, and evidence.
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. 	<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 focus. The piece of writing provides some clearly organized support for the claim, but the organizational plan is sometimes inconsistent or unclear or the logic behind the plan is unclear based on the task, purpose, or 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 a well-crafted introduction that captures reader attention and transitions smoothly to the argument, indicating the focus of the supporting reasons that will be developed. Reasons are selected and arranged effectively to support the claim and show clear relationships among claim(s)/counterclaims as well as the evidence. The overall organization and development provides clear and focused support for the claim. The piece of writing provides a well-crafted conclusion that builds on and captures 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. 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. 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.