



# Argumentative Writing Rubric

Grade 8

	1 Beginning	2 Approaching	3 Developing	4 Proficient	5 Advanced
Claim/ Counterclaim	<ul style="list-style-type: none"> <li>The piece of writing does not yet include a statement of a claim to help readers understand the focus of the writing.</li> <li>The piece of writing does not yet mention alternate or opposing viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing exceeds the achievement described in level 1, perhaps expressing a point of view or perhaps indicating that another point of view exists, but has not fully met the criteria for level 3.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing introduces claim(s), but they may not be precisely described to provide a clear focus for the reader and/or may not fully address the prompt.</li> <li>Alternate or opposing viewpoints are mentioned, but they may not be described well enough to clearly distinguish them from the claims.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing exceeds the achievement described in level 3, but has not fully met the criteria for level 5</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing introduces a well-crafted, precise claim(s) about a topic, and where applicable, fully addresses the prompt, providing a clear focus for the writing.</li> <li>The piece of writing acknowledges alternate or opposing viewpoints and distinguishes them clearly and explicitly from the claim(s).</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>The piece of writing does not yet include evidence.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing provides some evidence that supports reasons behind claim(s), though not all of the evidence provides relevant support, is accurate, or is from credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing exceeds the achievement described in level 3 but has not fully met the criteria for level 5.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing provides well-chosen, accurate, and relevant evidence from credible sources to fully support the reasons behind the claim(s).</li> </ul>
Reasoning	<ul style="list-style-type: none"> <li>The piece of writing does not yet provide development or explain the evidence presented.</li> <li>Linking words and phrases are not yet provided.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing exceeds the achievement described in level 1, perhaps by providing an explanation of evidence, but has not fully met the criteria for level 3.</li> </ul>	<ul style="list-style-type: none"> <li>The support is developed at times, but may not always provide a complete explanation of the evidence making the analysis unclear for readers.</li> <li>The piece of writing's use of words, phrases, and clauses sometimes limits cohesion, leaving gaps for the reader in terms of clarifying relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing exceeds the achievement described in level 3, but has not fully met the criteria for level 5</li> </ul>	<ul style="list-style-type: none"> <li>The argument demonstrates a clear understanding of the topic and is developed effectively with clear explanations of how the selected evidence links back to each reason or main point used to support the claim.</li> <li>Well-chosen words, phrases, and clauses build clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>
Coherence	<ul style="list-style-type: none"> <li>The piece of writing does not yet provide an introduction.</li> <li>An organizational plan for supporting the claim is not clear in this draft.</li> <li>The piece of writing does not yet provide a concluding statement or section that relates to or supports the argument.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing provides an introduction, which requires further development to capture reader attention and/or transition smoothly to argument.</li> <li>The piece of writing provides some logically organized reasons, but the organizational plan is sometimes inconsistent or unclear or the logic behind the plan is unclear based on the task, purpose, or audience.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing exceeds the achievement described in level 3, but has not fully met the criteria for level 5.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing provides a well-crafted introduction that captures reader attention and transitions smoothly to the argument.</li> <li>The overall organization of the piece of writing is well-crafted and fully developed using clear and logically organized reasons and evidence to support the claim(s).</li> <li>The piece of writing provides a well-crafted conclusion that builds on and captures the writer's argument, without merely repeating the claim(s).</li> </ul>
Audience Appeal	<ul style="list-style-type: none"> <li>The piece of writing does not yet establish or maintain a formal style.</li> <li>The piece of writing demonstrates the need for additional support in developing a basic command of the conventions.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing exceeds the achievement described in level 1, perhaps showing the beginnings of a formal style at times, but has not fully met the criteria for level 3.</li> </ul>	<ul style="list-style-type: none"> <li>The piece of writing establishes a formal style but does not yet maintain it consistently.</li> <li>The piece of writing is challenging to read at times due to inconsistent command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling and does not appear to have been proofread for errors.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>The language of the piece of writing is well-chosen and establishes and maintains a formal style.</li> <li>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.</li> </ul>