

Morrice Area Schools – Persuasive/Argumentative Writing Rubric

9<sup>th</sup> – 12<sup>th</sup> Grade

Criterion	6 - Exemplary (Masters Standard)	5 - Advanced (Exceeds Standard)	4 - Proficient (Meets Standard)	3 - Satisfactory (Approaching Standard)	2 - Partial (Developing Standard)	1 - Minimal (Below Standard)
<b>Focus/Claim</b> <b>CCSS-W:</b> <ul style="list-style-type: none"> <li>➤ 1a</li> <li>➤ 1b</li> <li>➤ 1d</li> <li>➤ 4</li> </ul>	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces artful and precise claim(s) in a sophisticated thesis statement.</li> <li>May offer a critical context for discussion</li> </ul>	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces precise claim(s) in a thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces reasonable claim(s) in a clear thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Superficially addresses all aspects of the prompt</li> <li>Introduces claim(s) in a thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial claim(s) in a weak thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses the prompt</li> <li>Fails to introduce relevant claim(s) and/or lacks thesis</li> </ul>
<b>Organization/Structure</b> <b>CCSS-W:</b> <ul style="list-style-type: none"> <li>➤ 1a</li> <li>➤ 1b</li> <li>➤ 1c</li> <li>➤ 1e</li> <li>➤ 4</li> </ul>	<ul style="list-style-type: none"> <li>Skillfully orients reader to topics in introduction</li> <li>Meticulously develops claims with relevant body paragraphs</li> <li>Provides a powerful and reflective conclusion which supports claim(s)</li> <li>Creates cohesion through masterful use of transition words, phrases and clauses within and between paragraphs</li> <li>Includes purposeful and logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Skillfully orients reader to topics in introduction</li> <li>Thoroughly develops claims with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which supports claim(s)</li> <li>Creates cohesion through skillful use of transition words, phrases and clauses within and between paragraphs</li> <li>Includes logical progression from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topics in introduction</li> <li>Develops claim(s) with relevant body paragraphs</li> <li>Provides a conclusion which supports claim(s)</li> <li>Creates cohesion through transition words, phrases and clauses within and between paragraphs</li> <li>Includes logical progression of ideas from beginnings to end</li> </ul>	<ul style="list-style-type: none"> <li>Partially orients reader to topics in introduction</li> <li>Superficially develops claim(s) with body paragraphs</li> <li>Provides a conclusion which partially supports claim(s)</li> <li>Creates some cohesion through basic linking words, phrases and clauses within or between paragraphs</li> <li>Includes adequate progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately orients reader to topics in introduction</li> <li>Inadequately develops claim(s) with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited and/or inappropriate linking words, phrases and clauses</li> <li>Includes uneven progression from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to orient reader to topics in introduction or intro is missing</li> <li>Fails to develop claim(s) with body paragraphs</li> <li>Omits conclusion</li> <li>Uses few to no transitions</li> <li>Includes little organization of ideas</li> </ul>

Adapted from Elk Grove Unified School District Common Core Writing Rubrics

CCSS – Common Core State Standards alignment (“W” = Writing strand; “L” = Language strand)

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<b>Evidence / Support</b> <b>CCSS-W:</b> ➤ 1b ➤ 2b ➤ 9	<ul style="list-style-type: none"> <li>Provides extensive and pertinent evidence to support claim</li> <li>Exceptionally integrates and cites credible sources and text evidence</li> <li>Convincingly refutes specific counter-claim(s) showing mastery of both sides of argument</li> </ul>	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim</li> <li>Effectively integrates and cites credible sources and/or text evidence</li> <li>Convincingly refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides relevant evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or text evidence</li> <li>Competently refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited evidence to support claim(s)</li> <li>Ineffectively integrates and cites adequate sources and/or text evidence</li> <li>Minimally refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or text evidence</li> <li>Competently refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides, little or no evidence to support claim</li> <li>Does not use or cite credible sources and/or text evidence</li> <li>Fails to acknowledge opposing claim(s)</li> </ul>
<b>Analysis</b> <b>CCSS-W:</b> ➤ 1b ➤ 9	<ul style="list-style-type: none"> <li>Shows insightful and deep understanding of topic and text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic or text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic or text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited understanding of topic or text</li> <li>Uses some valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic or text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows no or inaccurate understanding of topic</li> <li>Reasoning is missing or does not connect</li> </ul>
<b>Language</b> <b>CCSS-L:</b> ➤ 1 ➤ 2 ➤ 3	<ul style="list-style-type: none"> <li>Uses purposeful and complex sentence structure</li> <li>Contains no errors in conventions</li> <li>Masterfully uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions</li> <li>Strategically uses academic 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 and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and varied sentence structure</li> <li>Contains some errors in conventions</li> <li>Superficially uses academic 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 and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (ex. fragments/run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Fails to use academic vocabulary clearly</li> </ul>

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