

Argumentation Text-Based Writing Rubric History/Social Studies, Science, & Technical Subjects Grades 11–12

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports a credible claim with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports a credible claim with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports a credible claim with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support a claim with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ skillfully integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source ▪ skillfully develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both ▪ skillfully anticipates the audience's knowledge level, concerns, values, and possible biases; i.e. preconceptions and/or misconceptions 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source ▪ develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both ▪ anticipates the audience's knowledge level, concerns, values, and possible biases; i.e. preconceptions and/or misconceptions 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source ▪ inconsistently develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both ▪ inconsistently anticipates the audience's knowledge level, concerns, values, and possible biases; i.e. preconceptions and/or misconceptions 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source ▪ attempts to establish a claim or conclusion ▪ develops the claim or conclusion using insufficient and/or irrelevant details to support reasoning ▪ attempts to anticipate the audience's knowledge level, concerns, values, and possible biases; i.e. preconceptions and/or misconceptions
Organization 2 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) ▪ skillfully creates an organization that logically sequences claims, counterclaims, reasons, and evidence ▪ skillfully uses words, phrases, and /or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented ▪ skillfully uses technology, including the internet, to produce, publish, and update individual or shared writing products* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) ▪ creates an organization that logically sequences claims, counterclaims, reasons, and evidence ▪ uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a concluding statement or section that follows from and supports the argument presented ▪ uses technology, including the internet, to produce, publish, and update individual or shared writing products* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s); however, may fail to establish the significance of the claim(s) and/or distinguish the claim(s) from alternate or opposing claim(s) ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a sense of closure ▪ inconsistently uses technology, including the internet, to produce, publish, and update individual or shared writing products* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization ▪ attempts to use technology, including the internet, to produce, publish, and update individual or shared writing products*
Language/Convention 1 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors*