Student Work Rubric: Argumentation Task, Grades 9–12

|  |  |  |  |  |  |  |  |  |  |  |
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| **SCORING ELEMENTS** | **EMERGING** | | **APPROACHES**  **EXPECTATIONS** | | | **MEETS EXPECTATIONS** | | | **ADVANCED** | |
| **1** | **1.5** | | **2** | **2.5** | | **3** | **3.5** | | **4** |
|  |  |  | |  |  | |  |  | | Establishes and maintains a |
| **CONTROLLING IDEA** | Makes a general claim with an unclear focus. | Establishes a **clear** claim **that addresses the prompt**, with an **uneven focus**. | Establishes **and maintains** a **clear, specific, and credible** claim that addresses **all aspects** of the prompt. | **precise, substantive** claim that addresses all aspects of the prompt. **Acknowledges limitations and/or the**  **complexity of the issue or** |
|  |  |  |  | **topic.** |
| **SELECTION & CITATION OF EVIDENCE** | Includes minimal details from sources.  Sources are used |  | | Includes **details, examples, and/or quotations** from sources that are **relevant to the claim**. |  | | Includes details, examples, and/or quotations from sources that **support** the claim **and supporting ideas**. |  | | Includes **well-chosen** details, examples, and/or quotations from sources that **fully support** the claim and supporting ideas. |
|  | without citation. | **Inconsistently** cites sources. | **Consistently** cites sources **with minor formatting errors**. | Consistently cites sources  **using appropriate format**. |
|  | Explanation of ideas |  | | Explains ideas and source |  | |  |  | | **Thoroughly** and accurately |
| **DEVELOPMENT/** | and source material | material **to support the** | **Accurately** explains ideas and | explains ideas and source |
| **EXPLANATION** | is irrelevant, | **argument**, with **some** | source material and **how they** | material, **using logical** |
| **OF SOURCES** | incomplete, or | **incomplete reasoning or** | **support** the argument. | **reasoning to support and** |
|  | inaccurate. | **explanations**. |  | **develop** the argument. |
|  |  |  | |  |  | |  |  | | Groups and sequences ideas |
| **ORGANIZATION** | Lacks an evident structure. Makes unclear connections among claims, reasons, and/or  evidence. | **Groups ideas and uses transitions** to develop the argument, with **some lapses in coherence or organization**. | **Groups and sequences** ideas to **develop a cohesive argument.** Uses transitions **to clarify the relationships among claim(s), reasons, and evidence**. | **in a logical progression in which ideas build to create a unified whole**. Uses **varied** transitions to clarify the **precise** relationships among  claim(s), reasons, and |
|  |  |  |  | evidence. |
| **CONVENTIONS** | Major errors in standard English conventions interfere with the |  | | Errors in standard English conventions **sometimes interfere** with the clarity of the writing. |  | | **Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the |  | | Consistently applies standard English conventions, **with few errors.** Demonstrates **varied syntax** and **precise word** |
|  | clarity of the writing. | Uses language and tone | writing. | **choice**. |
|  |  | that are **sometimes** |  |  |

|  |  |  |  |  |  |  |  |
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|  | Language or tone is inappropriate. |  | **inappropriate** for the audience and purpose. |  | Uses language and tone **appropriate to the audience and purpose.** |  | **Consistently** uses language and tone appropriate to the audience and purpose. |
| **ADDITIONAL TASK DEMANDS (WHEN APPLICABLE)** | Does not address additional task demands. |  | Addresses additional task demands **superficially.** |  | Addresses additional task demands **adequately to support the argument.** |  | Addresses additional task demands **effectively to strengthen the clarity and development of the argument.** |
| **DISCIPLINARY CONTENT UNDERSTAND- ING** | *Add criteria here* |  | *Add criteria here* |  | *Add criteria here* |  | *Add criteria here* |