



**Student Work Rubric: Argumentation Task, Grades 9–12**

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



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