

Student Friendly Version--Argumentative Writing Rubric 6-12

Score	Purpose, Focus and Organization 4 points	Evidence and Elaboration 4 points	Conventions of Standard English (Begins at score point 2)
4	<p>My writing purposefully argues a claim asked for by the prompt. My writing keeps a tight focus by fully supporting the claim/thesis statement and having effective organization. It is complete and easily understood. My writing includes the following:</p> <p>___ I have a strong claim/thesis statement that is focused on the topic and every paragraph supports the claim. ___ I have fully addressed an opposing claim(s) and used evidence to overcome it. (Grades 7-10) ___ I used a variety of transitional words and phrases that show the relationship of between and among ideas. ___ My writing starts with a strong introduction that hooks the reader and ends with a conclusion that wraps up the essay and is not mere summary. ___ My essay's order makes complete sense. ___ I am writing in a way that fits my audience and my purpose. ___ My writing shows my personal voice; while completely avoiding slang. ___ My essay has no loosely related material.</p>	<p>My writing gives my audience complete and credible evidence to convince them I am an authority on the subject. I have cited evidence to support my claim/thesis statement completely by using sources, facts and details effectively. My writing includes the following:</p> <p>___ My evidence is credible and relevant to the claim I make, and includes precise references to the sources. ___ My evidence is smoothly added in a variety of ways (examples, quotations, definitions, etc.) that best fit the topic. ___ I use a variety of elaborative techniques to demonstrate I understand the topic and know how my evidence fits my points and the claim/thesis.. ___ I use words and phrases that show I understand the topic completely, are specific to the type of prompt I am writing about (words that are scientific or literary or historical), and are appropriate for the audience. ___ I use different types of sentences (simple, compound and complex) effectively.</p>	
3	<p>My writing argues a claim asked for by the prompt. My writing keeps stays focused by supporting the claim/thesis statement and having adequate organization. It is mostly complete and understandable. My writing includes the following:</p> <p>___ I have a claim/thesis statement that is focused on the topic and my paragraphs support the claim. ___ I have included an opposing claim(s) and have attempted to overcome it. (Grades 7-10) ___ I used transitions that show the relationship of between and among ideas. ___ My writing starts with an introduction and ends with a conclusion. ___ My essay's order makes sense. ___ I am writing in a way that shows I am aware of my audience and my purpose. ___ My writing mostly shows my personal voice; while mostly avoiding slang. ___ My essay has some loosely related material.</p>	<p>My writing gives my audience evidence to show them I understand my subject. I have used evidence to support my claim by using sources, facts, and details. My writing includes the following:</p> <p>___ My evidence is relevant to the claim and points I make, and includes general references to the sources. ___ My evidence is added in a variety of ways (examples, quotes, definitions, etc.). ___ I use elaborative techniques to demonstrate I understand the topic and know how my evidence fits my points and the claim/thesis. ___ I use academic and general words and phrases that show I understand the topic, are related to the type of prompt I am writing about (words that are scientific or literary or historical), and are usually appropriate for the audience. ___ I have a few different types of sentences (simple, compound and complex)</p>	

Score	Purpose, Focus and Organization 4 points	Evidence and Elaboration 4 points	Conventions of Standard English (Begins at score point 2)
2	<p>My writing somewhat argues a claim asked for by the prompt. My writing lacks clear focus and only somewhat supports the claim/thesis statement with an inconsistent organization. It is somewhat complete and understandable. My writing includes the following:</p> <p><input type="checkbox"/> I have a claim/thesis statement that is unclear or not supported.</p> <p><input type="checkbox"/> I have not fully addressed an opposing claim(s). (Grades 7-10)</p> <p><input type="checkbox"/> I sometimes used transitional words/phrases or overused the same transitions.</p> <p><input type="checkbox"/> My writing starts with a weaker introduction and ends with a weaker conclusion that may be all summary.</p> <p><input type="checkbox"/> My essay's order is somewhat confusing.</p> <p><input type="checkbox"/> I am writing in a way that shows I am somewhat aware of my audience and my purpose.</p> <p><input type="checkbox"/> My essay has loosely related or off-topic material.</p>	<p>My writing gives my audience simple or disconnected evidence to show them I don't understand my subject. I have used limited evidence to support my claim. My writing includes the following:</p> <p><input type="checkbox"/> My evidence is somewhat connected to the claim and points I make, and may or may not come from the sources.</p> <p><input type="checkbox"/> My evidence is added in weak or confusing ways.</p> <p><input type="checkbox"/> I use repetitive or ineffective elaborative techniques.</p> <p><input type="checkbox"/> I used words and phrases that are somewhat connected to the topic are somewhat specific to the type of prompt I am writing about (words that are scientific or literary or historical). I use some wrong words.</p> <p><input type="checkbox"/> My sentences are mostly simple; I need more complex/compound sentences.</p>	<p>My writing shows that I understand the basic conventions of English. My writing may include the following:</p> <p><input type="checkbox"/> Some minor errors in usage but no pattern of errors</p> <p><input type="checkbox"/> Effective use of punctuation, capitalization, sentence structure, and spelling</p>
1	<p>My writing shows little awareness of the purpose or the audience. My writing has little focus through confusing claim/organization. It is mostly off topic and/or too short. My writing includes the following:</p> <p><input type="checkbox"/> My claim/thesis statement is confusing.</p> <p><input type="checkbox"/> My counterclaim(s) are confusing. (Grades 7-10)</p> <p><input type="checkbox"/> I used few transitions.</p> <p><input type="checkbox"/> My writing is frequently off topic.</p> <p><input type="checkbox"/> My essay's order is confusing.</p> <p><input type="checkbox"/> My writing is too short to show I understand the topic.</p>	<p>My writing gives my audience very little evidence to show I am confused about the subject. My writing includes the following:</p> <p><input type="checkbox"/> I include very little, false, or disconnected evidence connected from the sources.</p> <p><input type="checkbox"/> My ideas are unclear or confusing.</p> <p><input type="checkbox"/> I used words and phrases that showed a lack of vocabulary and/or were not connected to the topic.</p> <p><input type="checkbox"/> My sentences are simple; I need more complex/compound sentences.</p>	<p>My writing shows that I somewhat understand the basic conventions of English. My writing may include the following:</p> <p><input type="checkbox"/> Various minor errors in usage</p> <p><input type="checkbox"/> Random errors in punctuation, capitalization, sentence structure, and spelling</p>
0	<p>My writing is not related to the topic and shows no awareness of the purpose, audience and/or task. There is no claim, focus or order. My writing may:</p> <p><input type="checkbox"/> Be blank</p> <p><input type="checkbox"/> Not be written in English or be unreadable</p> <p><input type="checkbox"/> Only restate the prompt</p> <p><input type="checkbox"/> Not be written in sentences; only bulleted lists</p> <p><input type="checkbox"/> Have no transitions</p> <p><input type="checkbox"/> Not have enough of my writing and just have sections copied from the prompt or sources</p>	<p>My writing is not supported with evidence related to the topic or claim. I did not use sources, facts or details. My writing may:</p> <p><input type="checkbox"/> Only directly copy part of the reading selection(s)</p> <p><input type="checkbox"/> Include no citations from the reading selection</p> <p><input type="checkbox"/> Include no words or phrases related to my subject, have gone off topic, or didn't make sense</p> <p><input type="checkbox"/> Did not refer to the reading selection(s) at all</p> <p><input type="checkbox"/> Have incomplete sentences, fragments, and run-on sentences</p>	<p>My writing shows that I do not understand the basic conventions of English.</p>