CRHS English Department CCSS Argumentative Writing Rubric (9-12) Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Assignment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Check paper for additional comments-

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|  | ***Exceeding Goal*** | ***Proficient*** | ***Progressing Toward Goal*** | ***Beginning*** |
| **Statement of** **Purpose/Focus**  | Fully sustained,consistently and purposefully focused: - clearly stated claim within context -clearly addressed alternate or opposing claims  | Adequately sustained, generally focused: -claim is clear and for the most part maintained, though some loosely related material may be present -context provided for the claim is adequate | Somewhat sustained; may have a minor drift in focus: -may be clearly focused on the claim but is insufficiently sustained -claim on the issue may be somewhat unclear and unfocused | response may be related to the purpose but may offer little relevant detail: -may be very brief -may have a major drift -claim may be confusing or ambiguous |
| **Organization** | Clear and effective organizational structure creating unity and completeness: -effective, consistent, varied use of transitions -logical progression of ideas -effective introduction and conclusion for audience and purpose -strong connections among ideas, with some syntactic variety | Evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: -adequate use of transitional strategies, some variety - adequate progression of ideas from beginning to end -adequate introduction and conclusion -adequate, if slightly inconsistent, connection among idea | Inconsistent organizational structure, and flaws are evident: -inconsistent use of basic transitional strategies with little variety -uneven progression of ideas from beginning to end -conclusion and introduction, if present, are weak -weak connection among ideas | little or no discernible organizational structure: -few or no transitional strategies are evident -frequent extraneous ideas may intrude |
| **Elaboration of Evidence** | Thorough and convincing support/evidence that includes the effective use of sources, facts, and details; achieves substantial depth that is specific and relevant: - evidence is smoothly Integrated, comprehensive, relevant, and concrete -effective and varied use of elaborative techniques | Adequate support/ evidence for claim that includes the use of sources, facts, and details. Response achieves some depth and specificity but is predominantly general: -some evidence from sources is integrated, though citations may be general or imprecise -adequate use of some elaborative techniques | Uneven, cursory support/evidence for the claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: -evidence from sources is weakly integrated, and citations, if present, are uneven -weak or uneven use of elaborative techniques | minimal support/evidence for the claim that includes little or no use of sources, facts, and details: -use of evidence from sources is minimal, absent, in error, or irrelevant |
| **Language and Vocabulary**  | Clearly and effectively expresses ideas, using precise language: -academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | adequately expresses ideas, employing a mix of precise with more general language -use of domain-specific vocabulary is generally appropriate for the audience and purpose | expresses ideas unevenly, using simplistic language: -use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | expression of ideas is vague, lacks clarity, or is confusing: -uses limited language or domain-specific vocabulary -may have little sense of audience and purpose |
| **Conventions**  | Strong command of conventions: -few, if any, errors in usage and sentence formation -effective and consistent use of punctuation, capitalization, and spelling | an adequate command of conventions: -some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed -adequate use of punctuation, capitalization, and spelling | demonstrates a partial command of conventions: -frequent errors in usage may obscure meaning -inconsistent use of punctuation, capitalization, and spelling | demonstrates a lack of command of conventions: -errors are frequent and severe and meaning is often obscure |