

NAME _____

Argument Writing Rubric

CRITERIA	ATTEMPTING 1	PROGRESSING 2	ACCOMPLISHING 3	EXCEEDING 4
FOCUS	Writing is not focused on addressing the essential question or meeting the task demands.	Writing is somewhat focused on addressing the essential question and meeting some of the task demands.	Writing is focused on addressing the essential question and meeting the task demands.	Writing is strongly and consistently focused on addressing the essential question and meeting all task demands.
CONTROLLING IDEA	Writing puts forth no claim in response to the essential question or puts forth a claim that is unclear.	Writing puts forth a weak claim in response to the essential question.	Writing puts forth a credible claim that responds to the essential question.	Writing puts forth a substantive and credible claim that thoroughly responds to the essential question.
TEXTUAL EVIDENCE	Writing does not attempt to use evidence from the central text to support the claim, or references evidence that is inaccurate or irrelevant.	Writing supports the claim with evidence from the central text that is inconsistently accurate or relevant to the essential question.	Writing supports the claim with evidence from the central text that is accurate and relevant to the essential question.	Writing supports the claim with evidence from the central text that is well chosen, accurate and relevant to the essential question.
DEVELOPMENT	Writing does not attempt to develop the claim or develops the claim with arguments that are weak or irrelevant to the task demands.	Writing develops the claim with arguments that may be somewhat weak or unclear and meet only some of the task demands.	Writing develops the claim with persuasive and reasonable arguments that meet the task demands.	Writing skillfully develops the claim with compelling arguments that meet all the task demands.
ORGANIZATION	Writing is not organized and neither structures the reasoning behind the claim nor meets the task demands.	Writing is organized but does not clearly structure the reasoning behind the claim or only partially meets the task demands.	Writing is organized and structures the reasoning behind the claim and meets the task demands.	Writing is organized, structures robust and elegant reasoning behind the claim and meets the task demands.
WORD CHOICE	Writing may include some academic language and words from the text, but usage is either incorrect or inappropriate for the tone and purpose of the task.	Writing includes academic language or words from the text, but usage is inconsistently correct or appropriate for the tone and purpose of the task.	Writing correctly includes academic language and words from the text in a manner that is appropriate for the tone and purpose of the task.	Writing correctly includes academic language and words from the text in a manner that is precise, interesting and appropriate for the tone and purpose of the task.
CONVENTIONS	Writing reflects an attempt to use standard English conventions but includes consistent errors and language that is inappropriate for the audience and purpose of the task.	Writing reflects a progressing command of standard English conventions but includes some errors and language that is inconsistently appropriate for the audience and purpose of the task.	Writing reflects standard English conventions with few errors and language that is appropriate for the audience and purpose of the task.	Writing reflects a strong command of standard English conventions with no errors and language that is consistently appropriate for the audience and purpose of the task.

ARGUMENT WRITER'S CHECKLIST

CRITERIA	STUDENT CHECKLIST
FOCUS	Does my writing focus on answering the essential question and meeting the task demands?
CONTROLLING IDEA	Did I respond to the prompt with a claim that I defend throughout my response?
TEXTUAL EVIDENCE	Did I support my position with accurate evidence from the text?
DEVELOPMENT	Did I support my position with convincing arguments and appropriate examples?
ORGANIZATION	Did I organize my writing to demonstrate the logic behind my arguments?
WORD CHOICE	Did I use words correctly—including the vocabulary I learned in the text—to argue my position?
CONVENTIONS	Did I check my writing for grammar, punctuation, capitalization and spelling errors?