

Argumentative Writing Rubric Grades 11-12

Student Name: _____

Criteria for Argumentative Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Comprehension and Meaning				
Knowledge: The writer demonstrates an accurate grasp, in-depth command, and comprehensive understanding of both the explicit and inferred ideas and details they are writing about.	<input type="checkbox"/> Dynamic understanding	<input type="checkbox"/> Exemplary understanding	<input type="checkbox"/> Basic understanding	<input type="checkbox"/> Little to no understanding
Development and Elaboration				
Claim: The writer introduces precise, knowledgeable claim(s), establishes the significance of the claim, and distinguishes it from opposing claims (W.11-12.1a)	<input type="checkbox"/> Compelling claim	<input type="checkbox"/> Credible claim	<input type="checkbox"/> Weak claim	<input type="checkbox"/> No claim
Evidence: The writer develops claim(s) & opposing claims thoroughly, supplying relevant evidence while pointing out the strengths and limitations of both (W.11-12.1b)	<input type="checkbox"/> Ample evidence	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Unclear evidence	<input type="checkbox"/> No evidence
Reasoning: The writer uses valid reasoning that explains how the evidence supports the claim (W.11-12.1)	<input type="checkbox"/> Convincing reasoning	<input type="checkbox"/> Well-developed reasoning	<input type="checkbox"/> Inconsistent reasoning	<input type="checkbox"/> Invalid reasoning
Development: The writer [addresses the prompt and] produces clear and coherent writing in which the style is appropriate to task, purpose, and audience (W.11-12.4)	<input type="checkbox"/> Illuminating focus on task, purpose, and audience	<input type="checkbox"/> Clear focus on task, purpose, and audience	<input type="checkbox"/> Some focus on task, purpose, or audience	<input type="checkbox"/> No discernible focus on task, purpose, or audience
Organization and Focus				
Introduction: [The writer provides an introduction that frames the topic clearly and provides focus for what is to follow] (W.11-12.1a)	<input type="checkbox"/> Compelling introduction	<input type="checkbox"/> Well-developed introduction	<input type="checkbox"/> Underdeveloped or ineffective introduction	<input type="checkbox"/> No recognizable introduction
Coherence: The writer creates an organization [through paragraphs] that logically sequences claim(s), opposing claims, reasons & evidence (W.11-12.1a)	<input type="checkbox"/> Offers purposeful logical organization	<input type="checkbox"/> Offers sufficient logical organization	<input type="checkbox"/> Inconsistent logical organization	<input type="checkbox"/> Little or no logical organization
Conclusion: The writer provides a conclusion that follows from and supports the argument presented (W.11-12.1e)	<input type="checkbox"/> Compelling conclusion	<input type="checkbox"/> Well-developed conclusion	<input type="checkbox"/> Underdeveloped or ineffective conclusion	<input type="checkbox"/> No recognizable conclusion
Language and Clarity				
Vocabulary: [The writer uses precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic] (W.11-12.2d)	<input type="checkbox"/> Compelling use of precise language and vocabulary	<input type="checkbox"/> Clear use of precise language and vocabulary	<input type="checkbox"/> Ineffective use of language and vocabulary	<input type="checkbox"/> Use of unclear language and poor vocabulary
Tone: The writer establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (W.11-12.1d)	<input type="checkbox"/> Consistent formal style, academic vocabulary, and conventions	<input type="checkbox"/> Sufficient formal style, academic vocabulary, and conventions	<input type="checkbox"/> Inconsistent formal style, academic vocabulary, and conventions	<input type="checkbox"/> Lacks formal style, academic vocabulary, and conventions
Transitions: The writer use words, phrases, and clauses, as well as varied syntax, to link the major sections of the text, create cohesion, and clarify the relationships among claim(s), opposing claims, reasons and evidence (W.11-12.1c)	<input type="checkbox"/> Outstanding transitions	<input type="checkbox"/> Sufficient transitions	<input type="checkbox"/> Occasional transitions	<input type="checkbox"/> Little or no transitions
Conventions				
Conventions: The writer demonstrates a command of grammatical English and mechanical conventions. (L.11-12.1-2)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Sources: The writer uses an appropriate number of sources, avoids plagiarism, and follows a standard format for citation (W.11-12.8)	<input type="checkbox"/> Ample properly cited sources	<input type="checkbox"/> Several properly cited sources	<input type="checkbox"/> Some sources, improperly cited	<input type="checkbox"/> Plagiarism of sources