**Grades 11–12 Argumentative Writing Rubric**

|  | ***Not Yet*** | ***Approaches*** | ***Meets*** | ***Advanced*** |
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| **1 (Not Meeting)** | **2 (Approaching)** | **3 (Effective)** | **4 (Distinguished)** |
| **Focus/Controlling Idea**  **CCSS.ELA-Literacy.W.11-12.1:** Write arguments to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **CCSS.ELA-Literacy.W.11-12.4:** Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences. | I do not address the prompt, or I address it in an unfocused manner.  I either do not support my thesis, or the claim does not relate to the assignment. | I address the prompt, but I lose focus occasionally.  My thesis is not clear. | I address all aspects of the prompt appropriately with a consistently strong focus through extensive support and academic discussion.  My thesis is clear and I support it in every part of my essay. All of my evidence works to prove my thesis and claims. | I address all aspects of the prompt appropriately with a consistently strong focus through engaging support and academic discussion.  I establish and maintain a credible and clear thesis, and my entire essay works to support this thesis in an interesting and believable manner. |
| **Organization** (Structure: Overall, Lead, Transitions, Ending)  **CCSS.ELA-Literacy.W.11-12.1a:** Introduce precise, knowledgeable claims, establish significance of claims, distinguish claims from alternate or opposing claims, and create organization that logically sequences claims, counterclaims, reasons, and evidence.  **CCSS.ELA-Literacy.W.11-12.1c:** Use words, phrases, and clauses, as well as varied syntax, to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.  **CCSS.ELA-Literacy.W.11-12.1e:** Provide concluding statements or section that follow from and support arguments presented. | I introduce my thesis, but not in a clear manner.  My transitions are either missing or do not appropriately connect ideas and concepts.  I do not have a clear system of organization. It is difficult to discern the relationships among claims, counterclaims, reasons, and evidence.  I did not include a conclusion or concluding statement. | My introduction addresses the thesis, but the introduction needs to be clearer.  I do not use transition words or phrases.  I show some organization, and in some areas, I do not coherently discuss counterclaims, reasons, and evidence.  I have a conclusion, but it does not sufficiently address the information presented. | My introduction hooks readers’ attention and establishes my claim using advanced academic language.  My transitions are all phrases or sentences that clearly connect my ideas.  I use a system of organization that clearly connects the relationships among claims, counterclaims, reasons, and evidence.  My conclusion freshly addresses my claims and the support, and it offers a thought-provoking final thought. | My introduction hooks readers’ attention in a creative or engaging way and establishes my claim using advanced academic language.  I incorporate sentence transitions to creatively connect ideas and concepts throughout my essay.  I use an advanced system of organization that seamlessly connects claims, counterclaims, reasons, and evidence.  I thoughtfully address my thesis and support my claims. |
| **Development** (Elaboration, Description)  **CCSS.ELA-Literacy.W.11-12.1b:** Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out strengths and limitations of both in a manner that anticipates audiences’ knowledge level, concerns, values, and possible biases.  **CCSS.ELA-Literacy.W.11-12.4:** Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences.  **CCSS.ELA-Literacy.W.11-12.1d:** Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. | My thesis is not supported, or support I offer does not clearly relate to the prompt.  I do not offer enough textual evidence, or examples I choose do not relate to my claim. I do not source my evidence.  I have many short and choppy sentences. I do not use academic language, so my style is very informal.  I do not try to relate my support to my audience.  I do not acknowledge a counterclaim. | My thesis is understandable, and I do support my claim, although I am inconsistent.  I offer textual evidence, but the evidence either does not relate to my claim or I need more evidence to support my point.  I try to vary my sentence structure and use academic language to create a formal style, but I am not consistent.  I occasionally try to relate to my audience, but I am not consistent.  I acknowledge a counterclaim, but I do not discuss its strengths and limitations. | My thesis is supported with ample details, examples, and facts, and they support my argument in an engaging manner. My evidence is properly sourced with minor errors in formatting.  I thoughtfully select textual evidence that clearly supports my claim.  I consistently vary my sentence structure and use academic language to maintain formal style.  I consistently anticipate my audience’s knowledge level, concerns, values, and biases.  I address a counterclaim’s strengths and limitations in such a way that it advances my claim. | My thesis is well-explained and supported. My writing is consistently captivating and I use extended vocabulary. I properly source my evidence.  All of my textual evidence works directly to prove my thesis, and I present it in a strategic manner.  I use proper sentence structure and academic language that maintains a consistent and engaging formal style.  I support my claims with valid evidence and lead into quotes.  I address a counterclaim’s strengths and weaknesses in such a way that it advances my claim and captures readers’ interest. |
| **Conventions**  **CCSS.ELA-Literacy.L.11-12.1:** Demonstrate command of conventions of standard English grammar and usage when writing or speaking.  **CCSS.ELA-Literacy.L.11-12.2:** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. | I make many mistakes in my essay, including run-on sentences and/or fragments. I often switch verb tenses.  I have many punctuation, capitalization, and spelling mistakes that detract from the quality of my essay.  I do not cite my sources. | I make mistakes in usage, tense, and sentence structure that weaken my overall essay.  I have several punctuation and spelling mistakes that occasionally detract from the quality of my essay.  I cite my sources, but I am not consistent, or I do not cite them correctly. | I have some minor mistakes in, tense, and sentence structure, but they do not impact the quality of my essay.  I have a few minor errors in punctuation or spelling, but they do not affect the quality of my essay.  I cite my sources consistently with a few minor errors. | I have few, if any, errors in usage, tense, and sentence structure, but they do not impact the clarity and quality of my essay.  My essay has few, if any, errors in punctuation or spelling, but they do not impact the clarity and quality of my essay.  I cite my sources consistently and accurately. |