

Sample Generic 4-point Argumentative Writing Rubric (Grades 6-11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and purposefully focused:</p> <ul style="list-style-type: none"> Claim is clearly stated, focused and strongly maintained Alternate or opposing claims are clearly addressed* Claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> Effective, consistent use of a variety of transitional strategies Logical progression of ideas from beginning to end Effective introduction and conclusion for audience and purpose Strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> Use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete Effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> Few, if any, errors are present in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> Claim is clear and for the most part maintained, though some loosely related material may be present Context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> Adequate use of transitional strategies with some variety Adequate progression of ideas from beginning to end Adequate introduction and conclusion Adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> Some evidence from sources is integrated, though citations may be general or imprecise Adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> Use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> 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
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> May be clearly focused on the claim but is insufficiently sustained Claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> 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 	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> Evidence from sources is weakly integrated, and citations, if present, are uneven Weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> Use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> Frequent errors in usage may obscure meaning Inconsistent use of punctuation, capitalization, and spelling

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1	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • May be very brief • May have a major drift • Claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • Few or no transitional strategies are evident • Frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Uses limited language or domain-specific vocabulary • May have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • Errors are frequent and severe and meaning is often obscure
0	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].				

*Begins in 7th grade