

Laconia School District 6-12 Argumentative Writing Rubric (Version 1.0)

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
Organization and Purpose	Overall	<input type="checkbox"/> The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:	<input type="checkbox"/> The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:	<input type="checkbox"/> The response has an inconsistent organizational structure. Some flaws are evident, and some ideas are loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:	<input type="checkbox"/> The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Claim	<input type="checkbox"/> Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience	<input type="checkbox"/> Claim is clear, and the focus is mostly maintained for the purpose and audience	<input type="checkbox"/> Claim is somewhat unclear, or the focus is insufficiently sustained for the purpose and/or audience	<input type="checkbox"/> Claim is confusing or ambiguous; response is too brief or the focus may drift from the purpose and/or audience			
	Transition	<input type="checkbox"/> Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	<input type="checkbox"/> Effective use of transitional strategies with some variety to clarify relationships between and among ideas	<input type="checkbox"/> Inconsistent use of transitional strategies and/or little variety	<input type="checkbox"/> Few or no transitional strategies are evident			
	Intro & Conclusion	<input type="checkbox"/> Compelling introduction and conclusion enhances the reader’s understanding	<input type="checkbox"/> Effective introduction and conclusion supports the focus	<input type="checkbox"/> Weak introduction and/or conclusion	<input type="checkbox"/> Weak or missing introduction and/or conclusion			
	Progression	<input type="checkbox"/> Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	<input type="checkbox"/> Effective progression of ideas from beginning to end; adequate connections between and among ideas	<input type="checkbox"/> Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	<input type="checkbox"/> Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression			
	Opposing Arguments	<input type="checkbox"/> Alternate and opposing argument(s) are clearly acknowledged or addressed*	<input type="checkbox"/> Alternate and opposing argument(s) are adequately acknowledged or addressed*	<input type="checkbox"/> Alternate and opposing argument(s) may be confusing or not acknowledged *	<input type="checkbox"/> Alternate and opposing argument(s) may not be acknowledged *			

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
Evidence / Elaboration	Overall	The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:	The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:	The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:	The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Evidence	<input type="checkbox"/> Comprehensive evidence (facts and details) from credible source material is integrated, relevant, and specific	<input type="checkbox"/> Adequate evidence (facts and details) from credible source material is integrated and relevant, yet may be general	<input type="checkbox"/> Some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied	<input type="checkbox"/> Evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied			
	Citation	<input type="checkbox"/> Clear citations or attribution to source material are effectively integrated into the text	<input type="checkbox"/> Appropriate use of citations or attribution to source material are integrated into the text	<input type="checkbox"/> Weak use of citations or attribution to source material	<input type="checkbox"/> Insufficient use of citations or attribution to source material			
	Elaboration	<input type="checkbox"/> Effective use of a variety of elaborative techniques*	<input type="checkbox"/> Effective use of some elaborative techniques*	<input type="checkbox"/> Weak or uneven use of elaborative techniques*	<input type="checkbox"/> Minimal, if any, use of elaborative techniques*			
	Vocabulary	<input type="checkbox"/> Domain-specific vocabulary is precise for the audience and purpose	<input type="checkbox"/> Domain-specific vocabulary is accurate for the audience and purpose	<input type="checkbox"/> Vocabulary use is uneven or somewhat ineffective for the audience and purpose	<input type="checkbox"/> Vocabulary is limited or ineffective for the audience and purpose			
	Style	<input type="checkbox"/> Effective, appropriate style enhances content	<input type="checkbox"/> Appropriate style is evident	<input type="checkbox"/> Inconsistent or weak attempt to create appropriate style	<input type="checkbox"/> Little or no evidence of appropriate style			
	Development	<input type="checkbox"/> Combines elements of several sources with individual ideas to help make a point, demonstrating a deep understanding of the topic	<input type="checkbox"/> Combines elements of several sources with individual ideas to help make a point	<input type="checkbox"/> Development may consist primarily of source summary	<input type="checkbox"/> Is not developed			
Conventions	Overall	The response demonstrates an adequate command of conventions:	The response demonstrates a partial command of conventions:	The response demonstrates little or no command of conventions:	Insufficient (includes copied text)	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Conventions	<input type="checkbox"/> Exemplary use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Appropriate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling			

*Elaborative techniques may include the use of personal experiences that support the controlling idea.