

**Washington West Supervisory Union  
Argumentative Writing Rubric Grades 7-12**

		<b>Beginning</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Advanced</b>
<b>STRUCTURE</b>	<b>Statement of Purpose/Focus</b>	<p>The response may be related to the purpose, but may offer little relevant detail:</p> <ul style="list-style-type: none"> <li>May be very brief</li> <li>May have a major drift</li> <li>Focus may be confusing or ambiguous</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>May be clearly focused on the claim but is insufficiently sustained</li> <li>Claim on the issue may be somewhat unclear and unfocused</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>Claim is clear and for the most part maintained, though some loosely related material may be present</li> <li>Context provided for the claim is adequate</li> </ul>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>Claim is clearly stated, focused and strongly maintained</li> <li>Alternate or opposing claims are clearly addressed</li> <li>Claim is introduced and communicated clearly within the context</li> </ul>
	<b>Organization</b>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>Few or no transitional strategies are evident</li> <li>Frequent extraneous ideas may intrude</li> </ul>	<p>The response has an inconsistent organizational structure and flaws are evident:</p> <ul style="list-style-type: none"> <li>Inconsistent use of basic transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end</li> <li>Conclusion and introduction, if present, are weak</li> <li>Weak connection among ideas</li> </ul>	<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"> <li>Adequate use of transitional strategies with some variety</li> <li>Adequate sequence of events from beginning to end</li> <li>Adequate introduction and conclusion</li> <li>Adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>Effective, consistent use of variety of transitional strategies</li> <li>Logical progression of ideas from beginning to end</li> <li>Effective opening and closure for audience and purpose</li> <li>Strong connections among ideas, with some syntactic variety</li> </ul>
<b>DEVELOPMENT</b>	<b>Elaboration of Evidence</b>	<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"> <li>Use of evidence from sources is minimal, absent, in error or irrelevant</li> </ul>	<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"> <li>Evidence from sources is weakly integrated and citations, if present are uneven</li> <li>Weak or uneven use of elaborative techniques</li> </ul>	<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"> <li>Some evidence from sources is integrated, though citations may be general or imprecise</li> <li>Adequate use of some elaborative techniques</li> </ul>	<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"> <li>Use of evidence from sources is smoothly integrated, comprehensive, relevant and concrete</li> <li>Effective use of a variety of elaborative techniques</li> </ul>
	<b>Craft</b>	<p>No evidence of writer's craft:</p> <ul style="list-style-type: none"> <li>Details are not clear or present in writing.</li> <li>Uses only concrete, simple structures to convey the argument.</li> </ul>	<p>Little evidence of use, or incorrect use of writer's craft:</p> <ul style="list-style-type: none"> <li>Words used give some details about the topic.</li> <li>Attempts to incorporate writer's craft to convey ideas and strengthen the argument.</li> </ul>	<p>Shows evidence of using writer's craft:</p> <ul style="list-style-type: none"> <li>Including word choice and tone to convey ideas and strengthen the argument.</li> <li>May use some figurative language.</li> </ul>	<p>Uses writer's craft to effectively convey information:</p> <ul style="list-style-type: none"> <li>Including word choice and varied tone to keep readers engaged or to evoke feelings.</li> <li>Uses figurative language (e.g., comparisons, anecdotes, imagery, simile, exaggeration) to convey key ideas and to strengthen the argument.</li> </ul>

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<b>CONVENTIONS</b>	<b>Language and Vocabulary</b>	<p><b>The response expresses ideas that are vague, lacks clarity or is confusing:</b></p> <ul style="list-style-type: none"> <li>• Uses limited language or domain specific vocabulary</li> <li>• May have little sense of purpose</li> </ul>	<p><b>The response expresses ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>• Use of domain specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p><b>The response adequately expresses ideas, employing a mix of precise with more general language:</b></p> <ul style="list-style-type: none"> <li>• Use of domain specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p><b>The response clearly and effectively expresses ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>• Use of academic and domain specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>
	<b>Grammar, Usage, Mechanics</b>	<p><b>The response demonstrates a lack of command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Needs support to edit.</li> <li>• Does not demonstrate sentence mastery.</li> <li>• Demonstrates limited understanding of grade cluster appropriate conventions and errors interfere with the meaning.</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Uses resources and support to edit.</li> <li>• Uses some repetitive yet correct sentence structure.</li> <li>• Demonstrates some grade cluster appropriate conventions, but errors obscure the meaning.</li> </ul>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Independently uses resources to edit.</li> <li>• Uses correct and varied sentence structures.</li> <li>• Demonstrates grade cluster appropriate conventions; errors are minor and do not obscure meaning.</li> </ul>	<p><b>The response demonstrates a strong command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Independently uses resources to edit.</li> <li>• Uses purposeful and varied sentence structures.</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization and spelling) to enhance meaning.</li> </ul>