**Argumentative Rubric for 9th and 10th grade**

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| **Characteristics** | **Claim:**  **Statement of Purpose**  **& Focus** | **Development:**  **Elaboration of Evidence** | **Organization** | **Language & Vocabulary** | **Conventions** |
| **Score** |
| **5** | The response introduces a clear, precise claim that can be supported by reasons and evidence. The claim is based on precise knowledge, and it is clearly communicated within the context of the response. The claim is purposely focused and maintains a strong, arguable position on the issue. | The response is well-developed and convincing. Claims and counterclaims are developed fairly and provide the evidence for each; this includes the use of sources, facts, and details. The evidence is clearly expressed. The evidence is smoothly integrated in the response. The response effectively addresses the strengths and limitations of the claims and counterclaims. The response anticipates the audience’s knowledge level and concerns. | The response is clearly and effectively organized. The response effectively utilizes a variety of transitions that illustrate a flow and structure of ideas. The introduction and conclusion are clear, well-developed, and effective. | The response clearly and effectively uses precise language to convey ideas and clarify relationships among claims, counterclaims, reasons, and evidence. The response effectively incorporates academic and domain-specific vocabulary that is appropriate for the audience and purpose. | The response demonstrates a strong command of conventions. Sentence structure is varied and enhances the response. The response effectively and consistently uses punctuation, capitalization, and spelling. There are few, if any, errors present. All source information is cited correctly. |
| **4** | The response introduces a clear claim that can be supported by reasons and evidence. The claim is based on knowledge, and it is clearly communicated within the context of the response. The claim is focused and maintains its arguable position on the issue. | The response is developed and convincing. Claims and counterclaims are developed and provide evidence; this includes the use of sources, facts, and details. The evidence is clearly expressed. The evidence is integrated in the response. The response addresses the strengths and limitations of the claims and counterclaims. The response takes into consideration the audience’s knowledge level and concerns. | The response is clear and organized. The response utilizes a variety of transitions that illustrate a flow and structure of ideas. The introduction and conclusion are clear, mostly well-developed, and effective. | The response clearly uses precise language to convey ideas and clarify relationships among claims, counterclaims, reasons, and evidence. The response incorporates academic and domain-specific vocabulary that is appropriate for the audience and purpose. | The response demonstrates a command of conventions. Sentence structure is varied and enhances the response. The response effectively utilizes punctuation, capitalization, and spelling. There are few errors present, and they do not inhibit clarity and understanding. All source information is cited correctly. |
| **3** | The response introduces a claim that can be supported by evidence. The claim is based on limited knowledge, and is communicated within the context of the response. The claim attempts to maintain its position on the issue. | The response is somewhat developed and convincing. Claims and counterclaims provide limited evidence through the use of sources, facts, and details. Some evidence is included in the response. The response attempts to address the strengths and limitations of the claims and counterclaims. The response may take into consideration the audience’s knowledge level and concerns. | The response illustrates an attempt at organization. The response somewhat utilizes transitions that aid in the structure of ideas. The introduction and conclusion are present and somewhat developed. | The response attempts to use language to convey ideas and relationships among claims, counterclaims, reasons, and evidence. The response attempts to utilize academic and domain-specific vocabulary appropriate for audience and purpose. | The response attempts to demonstrate the use of conventions. There is an attempt at varying of sentence structure. The response attempts to utilize proper punctuation, capitalization, and spelling. There are errors present, and they may inhibit clarity and understanding. Source information may not be correctly cited. |
| **2** | The response introduces a weak claim that may not be supported by evidence and knowledge. The claim is weakly communicated in the response. The claim may not maintain its position on the issue. | The response is weakly developed and may not be convincing. Claims and counterclaims are weak, lack evidence, and ineffectively address the strengths and limitations of the claims and counterclaims. The response may not address the audience’s knowledge, concerns, and biases toward the issue. | The response contains weak organization. The response may utilize transitions, though not effectively. Structure may not be clear, and may limit understanding of ideas. The introduction and conclusion are weakly developed, and/or one may be missing. | The response weakly uses language to convey ideas and relationships among claims, counterclaims, reasons, and evidence, and may be unclear. The response weakly utilizes some academic and domain-specific vocabulary that may not be effective for audience and purpose. | The response weakly demonstrates the use of conventions. Sentence structure is simple and lacks variation. The response ineffectively utilizes punctuation, capitalization, and spelling. There are many errors present that prevent clarity and understanding. Source information is not cited correctly. |
| **1** | The response contains a minimal claim and is not supported by evidence and/or knowledge. The claim does not maintain its position on the issue. | The response is minimally developed and is not convincing. Claims and counterclaims are minimal, and do not provide evidence. The response minimally addresses the strengths and/or limitations of the claims and counterclaims, and/or the counterclaim is missing. The response does not address the audience’s knowledge, concerns, and biases toward the issue. | The response shows minimal organization. The response lacks transitions. Structure is lacking and prevents understanding of ideas. The introduction and conclusion are minimally developed or missing. | The response minimally and/or ineffectively uses language in an attempt to convey ideas and relationships among claims, counterclaims, reasons, and evidence. The response does not utilize academic and domain-specific vocabulary. | The response minimally and/or ineffectively demonstrates the use of conventions. Sentence structure is basic and is not varied. The response minimally utilizes proper punctuation, capitalization, and spelling. There are an abundance of errors present that impede clarity and meaning. Source information is not cited. |

0 = Response severely lacking or absence.