

Argumentation/Opinion Text-Based Writing Rubric

Grade 2

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/ Research 2 x =	The writing – ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from provided resources with accuracy	The writing – ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from provided resources with accuracy	The writing – ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from provided resources with accuracy	The writing – ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from provided resources with accuracy
Development 3 x =	The writing – ▪ addresses the writing task with a focused response ▪ states an opinion ▪ effectively provides reasons to support the opinion that are sufficient and relevant	The writing – ▪ addresses the writing task ▪ states an opinion ▪ provides reasons to support the opinion that are sufficient and relevant	The writing – ▪ addresses the writing task ▪ states an opinion ▪ inconsistently provides reasons to support the opinion that are sufficient and relevant	The writing – ▪ attempts to address the writing task ▪ states an opinion ▪ provides reasons to support the opinion that are insufficient and/or irrelevant
Organization 2 x =	The writing – ▪ effectively introduces the topic or book being written about ▪ has evidence of purposeful organization that supports the writing task ▪ effectively uses linking words to connect opinions and reasons ▪ provides an effective concluding statement or section	The writing – ▪ introduces the topic or book being written about ▪ has evidence of purposeful organization ▪ uses linking words to connect opinions and reasons ▪ provides a concluding statement or section	The writing – ▪ attempts to introduce the topic or book being written about ▪ has limited evidence of purposeful organization (ideas may be rambling and/or repetitive) ▪ may use linking words ▪ provides a sense of closure	The writing – ▪ identifies the topic or book being written about ▪ has little or no evidence of purposeful organization
Language/ Conventions 1 x =	The writing – ▪ demonstrates a well-developed command of standard English conventions ▪ has sentences that are skillfully constructed with appropriate variety in length and structure	The writing – ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ has sentences that are generally complete with sufficient variety in length and structure	The writing – ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ has some sentence formation errors and/or a lack of sentence variety	The writing – ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety

Persuasive Essay Rubric: Common Core for Reading and Writing Standards

Based on Common Core Standards for Reading/Writing in History/Social Sciences (www.corestandards.org)

Note: Students must MEET or EXCEED standard on the asterisked indicators in order to meet standard on the essay

	Exceeds Standard (A)	Meets Standard (B)	Almost to Standard MUST REWRITE	Below Standard=no R/W
* Thesis/Claim	Thesis/Claim is precise, knowledgeable, significant, and distinguished from alternate or opposing claims	Thesis/Claim is precise and knowledgeable, and answers the prompt (W1)	Thesis/Claim may be unclear or irrelevant, and/or may not answer prompt	Thesis/Claim is missing
* Use of Evidence	<p>Develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other information and examples from the text(s)</p> <p>Skillfully integrates information into the text selectively to maintain the flow of ideas and advance the thesis</p> <p>Skillfully assesses the strengths and limitations of each source</p>	<p>Develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples from the text(s) (W2)</p> <p>Integrates information into the text selectively to maintain the flow of ideas and advance the thesis(W8)</p> <p>Assesses the strengths and limitations of each source (W8)</p>	<p>Attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or insufficient</p> <p>Attempts to integrate information into the text selectively to maintain the flow of ideas and advance the thesis, but information is insufficient or irrelevant</p> <p>Attempts to assess the strengths and limitations of each source, but misinterprets information</p>	<p>Does not develop the topic by selecting information and examples from the text(s)</p> <p>Does not integrate information from the text</p> <p>Does not assess the strengths and limitations of each source</p>
*Use of Analysis	<p>Skillfully draws evidence from informational texts to support analysis and thesis/claim</p> <p>Skillfully delineates and evaluates the argument and specific claims in cited texts, assessing whether</p>	<p>Draws evidence from informational texts to support analysis and thesis/claim (W9)</p> <p>Delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient (R8)</p> <p>Identifies false statements and fallacious</p>	<p>Attempts to draw evidence from informational texts to support analysis and thesis/claim but evidence is insufficient and/or irrelevant</p> <p>Attempts to delineate and evaluate the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and</p>	<p>Does not use evidence from the informational texts to support analysis and/or thesis/claim</p> <p>Does not delineate or</p>

	<p>the reasoning is valid and the evidence is relevant and sufficient</p> <p>Skillfully identifies false statements and fallacious reasoning</p>	reasoning.(R8)	<p>sufficient, but analysis is insufficient</p> <p>Attempts to identify false statements and fallacious reasoning, but argument is incomplete or insufficient</p>	<p>evaluate claims in text</p> <p>Does not identify false claims or fallacious reasoning</p>
<p>Organization, Writing Style and Conventions</p>	<p>Organization skillfully sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>Provides a concluding statement or section that skillfully follows from or supports the argument presented</p> <p>Skillfully produces clear, coherent, sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>Organization logically sequences the claim(s), counterclaims, reasons, and evidence.(W1)</p> <p>Provides a concluding statement or section that follows from or supports the argument presented (W1)</p> <p>Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W4)</p>	<p>Attempts to create a logical organization, but may be missing some elements of the assignment, such as a counterclaim</p> <p>Attempts to provide a concluding statement or section that follows from or supports the argument presented, but statement does not support thesis</p> <p>Attempts to produce clear and coherent writing, but errors in conventions and writing style detract from understanding</p>	<p>Does not provide logical organization</p> <p>Does not provide a concluding statement or section that follows from or supports the argument presented</p> <p>Does not produce clear and coherent writing</p>

Score for this draft: _____

Teacher notes and additional comments:

**Argumentation/Opinion Text-Based Writing Rubric
Grades 9–10**

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ skillfully develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using evidence that is insufficient and/or irrelevant
Organization 2 x ____ = ____	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims ▪ effectively creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence ▪ skillfully uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims ▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence ▪ uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a concluding statement or section that follows from and supports the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s) ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 x _____ = _____	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions skillfully employs language and tone appropriate to audience and purpose has sentences that are skillfully constructed with appropriate variety in length and structure follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding employs language and tone appropriate to audience and purpose has sentences that are generally complete with sufficient variety in length and structure follows standard format for citation with few errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding inconsistently employs language and tone appropriate to audience and purpose has some sentence formation errors and/or a lack of sentence variety follows standard format for citation with several errors* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose has frequent and severe sentence formation errors and/or a lack of sentence variety follows standard format for citation with significant errors*

* If applicable

Personal Narrative Rubric

Student Name: _____ Date: _____

6	WOW	5	Strong!	4	Good!
___ Catchy Title ___ Told a seed story ___ Entertaining beginning ___ Storytelling of strong details, especially at heart of the story ___ A lot of rich language, vivid vocabulary, and similes ___ Effective use of dialogue ___ Satisfying conclusion ___ Excellent command of conventions ___ Story flows well due to transitions ___ 3 or more pages		___ Appropriate Title ___ Told a seed story ___ Entertaining beginning ___ Storytelling of strong details ___ Story flows well due to transitions ___ some rich language, vivid vocabulary, and similes ___ Use of dialogue ___ conclusion bring story to appropriate end ___ Adequate use of conventions ___ 2-3 pages		___ Title ___ Told a seed story ___ Interesting beginning ___ Storytelling of adequate details ___ Story flows due to transitions ___ some variety in language, vivid vocabulary or similes ___ Use of dialogue ___ conclusion bring story to an end ___ some use of conventions ___ 2 pages	
3	A few things to work on!	2	You're on your way!	1	Let's discuss this!
___ Title ___ Told a watermelon story ___ Has a beginning paragraph ___ Summarized many details ___ Has some transitions, but story doesn't flow well ___ Little variety in language, vivid vocabulary or similes ___ little or incorrect use of dialogue ___ abrupt ending ___ some use of conventions ___ 1-2 pages		___ Simple or missing title ___ Told a watermelon story ___ Summarized many details ___ Events not all in logical order ___ Story does not flow. ___ Reader has many questions ___ list-like, without details, dull ___ no dialogue ___ no real ending ___ poor use of conventions ___ 1 page		___ Simple or missing title ___ told a watermelon story ___ Summary, missing detail ___ Lacks organization, events out of order ___ Reader is confused ___ Simple language ___ No dialogue ___ No ending ___ Weak use of conventions ___ Less than 1 page	

FIRST DRAFT Common Core Argument Writing Rubric Grade 8 (6-2-10) (For on-demand writing.)

CC Anchor Writing Standard	4 Meets the Standard	3 Generally Meets the Standard	2 Partially Meets the Standard	1 Minimally Meets the Standard
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. The response is an argument that supports claims with clear reasons and relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> introduces claim(s), acknowledges and distinguishes the claims from alternate or opposing claims, and organizes the reasons and evidence logically. <p>b. The response</p> <ul style="list-style-type: none"> supports claim(s) with logical reasoning and relevant evidence, uses accurate, credible sources, and demonstrates an understanding of the topic or text. (development) <p>c. The response uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (transitions)</p> <p>d. The response establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with generally clear reasons and relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> introduces claim(s), generally acknowledges and distinguishes the claims from alternate or opposing claims, and organizes the reasons and evidence in a generally logical manner. <p>b. The response</p> <ul style="list-style-type: none"> generally supports claim(s) with logical reasoning and relevant evidence, uses primarily accurate, credible sources, and demonstrates an understanding of the topic or text. (development) <p>c. The response generally uses words, phrases, and clauses effectively to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (transitions)</p> <p>d. The response generally establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with partially clear reasons and somewhat relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> introduces claim(s) somewhat acceptably, partially acknowledges and distinguishes the claims from alternate or opposing claims, and organizes the reasons and evidence somewhat logically. <p>b. The response</p> <ul style="list-style-type: none"> supports claim(s) with somewhat logical reasoning and some relevant evidence, using uses a few accurate, credible sources, and demonstrates a partial understanding of the topic or text. (development) <p>c. The response uses words, phrases, and clauses partially effectively to provide some cohesion and limited clarification of the relationships among claim(s), counterclaims, reasons, and evidence. (transitions)</p> <p>d. The response inconsistently establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with few or unclear reasons and little or no relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> simplistically introduces claim(s), vaguely acknowledges and distinguishes the claims from alternate or opposing claims, and illogically organizes the reasons and evidence. <p>b. The response</p> <ul style="list-style-type: none"> supports claim(s) with little or no logical reasoning and relevant evidence, uses few if any sources, and demonstrates minimal understanding of the topic or text. (development) <p>c. The response ineffectively uses words, phrases, and clauses to create minimal cohesion. The relationships among claim(s), counterclaims, reasons, and evidence are unclear. (transitions)</p> <p>d. The response does not establish and/or maintain a formal style.</p>

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>e. The response provides a concluding statement or section that follows from and supports the argument presented.</p> <p>4. The response provides clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a generally effective concluding statement or section that follows from and supports the argument presented.</p> <p>4. The response, for the most part, successfully provides clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a partially effective concluding statement or section that inconsistently follows from and supports the argument presented.</p> <p>4. The response provides partially clear and coherent writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.</p>	<p>e. The response provides an ineffective or no concluding statement or section.</p> <p>4. The response provides unclear writing that lacks coherence and in which the development, organization, and style are inappropriate to task, purpose, and audience.</p>
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(It is expected that students follow the conventions of Standard English. See CC Language Standards 1-2 or Convention Continuum.) (8th A page 2) MACOMB ISD 2-23-11

Condition codes that will result in a score of 0 for each trait:

6. Off-topic

7. Illegible or written in a language other than English

8. Blank

9. Insufficient to rate