**Argumentation/Opinion Text-Based Writing Rubric**

**Grades 11–12**

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|  | **Score of 4** | **Score of 3** | **Score of 2** | **Score of 1** |
| **Reading/Research** | The writing –  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\* | The writing –  makes adequate use of available resources  supports an opinion with relevant and sufficient facts and details from resources with accuracy  uses credible sources\* | The writing –  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\* | The writing –  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** | The writing –  addresses all aspects of the writing task with a tightly focused response  skillfully develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both  skillfully anticipates the audience’s knowledge level, concerns, values, and possible biases  demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –  addresses the writing task with a focused response  develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both  anticipates the audience’s knowledge level, concerns, values, and possible biases  demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –  addresses the writing task with an inconsistent focus  inconsistently develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both  inconsistently anticipates the  audience’s knowledge level,  concerns, values, and possible biases  demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –  attempts to address the writing task but lacks focus  attempts to establish a claim or proposal  develops the claim or proposal using insufficient and/or irrelevant details to support reasoning  demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| **Organization** | The writing –  effectively introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s)  skillfully creates an organization that logically sequences claims, counterclaims, 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 | The writing –  introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s)  creates an organization that logically sequences claims, counterclaims, 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 | The writing –  introduces the claim(s); however, may fail to establish the significance of the claim(s) and/or 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 | The writing –  identifies the claim(s)  has little or no evidence of purposeful organization |

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|  | **Score of 4** | **Score of 3** | **Score of 2** | **Score of 1** |
| **Language/Conventions** | The writing –  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\* | The writing –  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\* | The writing –  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\* | The writing –  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

∆ Added by NCSD#1

September 2012