

Name _____ Date _____

Argument Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with **6th grade** standards for argument writing.

	(1) Beginning	(2) Developing	(3) Proficient
Introduction	Claim is introduced, but reasons and/or evidence are missing.	Claim is introduced, but reasons and evidence are not clearly organized.	Claim is introduced, and reasons and evidence are clearly organized.
Support	Claims are supported by reasons, but lack relevant evidence. Facts and details aren't backed up by credible sources. The writer demonstrates a limited understanding of the topic.	Claims are supported with reasons and evidence. Credible sources were used, and the writer demonstrates a developing understanding of the topic.	Claims are supported with clear reasons and relevant evidence. Credible sources were used, and the writer demonstrates a strong understanding of the topic.
Transitions	Few, if any, words or phrases are used to link claims and reasons.	Some words, phrases, and clauses are used to link claims and reasons.	Words, phrases, and clauses are used throughout the text to clarify the relationship among claims and reasons.
Style	A formal style was attempted in some parts of the text, or used inconsistently.	A formal style was maintained in most of the text.	A formal style was established and maintained throughout the text.
Conclusion	A concluding statement or section, if provided, is minimally related to the argument.	A concluding statement or section is provided and is related to the argument.	A concluding statement or section is provided and follows directly from the argument presented.

Name _____ Date _____

Argument Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with **7th grade** standards for argument writing.

	(1) Beginning	(2) Developing	(3) Proficient
Introduction	Claim is introduced, but reasons and evidence are not clearly organized. Alternate or opposing claims are not acknowledged.	Claim is introduced, and reasons and evidence are organized. Alternate or opposing claims are not acknowledged.	Claim is introduced and alternate or opposing claims are acknowledged. Reasons and evidence are organized logically.
Support	Claims are supported with some reasons and evidence. Credible sources may have been used, but the writer demonstrates a limited understanding of the topic.	Claims are supported with clear reasons and evidence. Credible sources were used, and the writer demonstrates a developing understanding of the topic.	Claims are supported with logical reasoning and relevant evidence. Accurate, credible sources were used and the writer demonstrates a strong understanding of the topic.
Transitions	Some words, phrases, and clauses are used to link claims and reasons.	Words, phrases, and clauses are used to clarify the relationship among claims and reasons.	Words, phrases, and clauses are used to create cohesion and clarify the relationship among claims, reasons, and evidence.
Style	A formal style was attempted in some parts of the text, or used inconsistently.	A formal style was maintained in most of the text.	A formal style was effectively established and maintained throughout the text.
Conclusion	The concluding statement or section is related to the argument but does not follow directly.	The concluding statement or section follows directly from the argument presented.	The concluding statement or section follows from and supports the argument presented.

Argument Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with **8th grade** standards for argument writing.

	(1) Beginning	(2) Developing	(3) Proficient
Introduction	Claim is introduced, and reasons and evidence are somewhat organized. Alternate or opposing claims are not acknowledged.	Claim is introduced and alternate or opposing claims are acknowledged. Reasons and evidence are clearly organized.	Claim is introduced and distinguished from alternate or opposing claims. Reasons and evidence are organized logically.
Support	Claims are supported with some reasons and evidence. Credible sources may have been used, but the writer demonstrates a limited understanding of the topic.	Claims are supported with clear reasons and evidence. Credible sources were used, and the writer demonstrates a developing understanding of the topic.	Claims are effectively supported with logical reasoning and relevant evidence. Accurate, credible sources were used and the writer demonstrates a strong understanding of the topic.
Transitions	Some words, phrases, and clauses are used to link claims and reasons.	Words, phrases, and clauses are used to clarify the relationship among claims, reasons, and evidence.	Words, phrases, and clauses are used to create cohesion and clarify the relationship among claims, counterclaims, reasons, and evidence.
Style	A formal style was attempted in some parts of the text, or used inconsistently.	A formal style was maintained throughout most of the text.	A formal style appropriate to the audience and purpose was effectively established and maintained throughout the text.
Conclusion	The concluding statement or section is related to the argument but does not follow directly.	The concluding statement or section follows directly from the argument presented.	The concluding statement or section logically follows from and effectively supports the argument presented.