

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. |

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. |