

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.