

# 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
<b>Introduction</b>	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.
<b>Support</b>	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.
<b>Transitions</b>	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.
<b>Style</b>	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.
<b>Conclusion</b>	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.