**Student Work Rubric - Argumentation Task - Grades 9-12**

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| **Scoring Elements** | **Emerging** | **Approaches Expectations** | **Meets Expectations** | **Advanced** |
| **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| **Controlling Idea** | Makes a general claim with an unclear focus.  |  | Establishes a **clear** claim **that addresses the prompt**, with an **uneven** **focus**.  |  | Establishes **and maintains** a **clear, specific, and credible** claim that addresses **all aspects** of the prompt. |  | Establishes and maintains a **precise, substantive** claim that addresses all aspects of the prompt. **Acknowledges limitations and/or the complexity of the issue or topic.**  |
| **Selection & Citation of Evidence** | Includes minimal details from sources. Sources are used without citation. |  | Includes **details, examples, and/or quotations** from sources that are **relevant to the claim**. **Inconsistently** cites sources. |  | Includes details, examples, and/or quotations from sources that **support** the claim **and supporting ideas**. **Consistently** cites sources **with minor formatting errors**.  |  | Includes **well-chosen** details, examples, and/or quotations from sources that **fully support** the claim and supporting ideas. Consistently cites sources **using appropriate format**. |
| **Development / Explanation of Sources** | Explanation of ideas and source material is irrelevant, incomplete, or inaccurate. |  | Explains ideas and source material **to support the argument**, with **some incomplete reasoning or explanations**.  |  | **Accurately** explains ideas and source material and **how they support** the argument.  |  | **Thoroughly** and accurately explains ideas and source material, **using logical reasoning** **to support** **and develop** the argument.  |
| **Organization** | Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.  |  | **Groups ideas and uses** **transitions** to develop the argument, with **some lapses in coherence or organization**. |  | **Groups and sequences** ideas to **develop a cohesive argument.** Uses transitions **to clarify the relationships among claim(s), reasons, and evidence**.  |  | Groups and sequences ideas **in a logical progression in which ideas build to create a unified whole**. Uses **varied** transitions to clarify the **precise** relationships among claim(s), reasons, and evidence. |
| **Conventions** | Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.  |  | Errors in standard English conventions **sometimes interfere** with the clarity of the writing. Uses language and tone that are **sometimes inappropriate** for the audience and purpose.  |  | **Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. Uses language and tone **appropriate to the audience and purpose.**  |  | Consistently applies standard English conventions, **with few errors.** Demonstrates **varied syntax** and **precise word choice**. **Consistently** uses language and tone appropriate to the audience and purpose.  |
| **Additional Task Demands (When applicable)** | Does not address additional task demands.  |  | Addresses additional task demands **superficially.**  |  | Addresses additional task demands **adequately to support the argument.** |  | Addresses additional task demands **effectively to strengthen the clarity and development of the argument.**  |
| **Disciplinary Content Understanding** | *Add criteria here* |  | *Add criteria here* |  | *Add criteria here* |  | *Add criteria here* |