

Morrice Area Schools – Persuasive/Argumentative Writing Rubric

9th – 12th Grade

Criterion	6 - Exemplary (Masters Standard)	5 - Advanced (Exceeds Standard)	4 - Proficient (Meets Standard)	3 - Satisfactory (Approaching Standard)	2 - Partial (Developing Standard)	1 - Minimal (Below Standard)
Focus/Claim CCSS-W: ➤ 1a ➤ 1b ➤ 1d ➤ 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful and precise claim(s) in a sophisticated thesis statement. May offer a critical context for discussion 	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces precise claim(s) in a thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces reasonable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses the prompt Fails to introduce relevant claim(s) and/or lacks thesis
Organization/Structure CCSS-W: ➤ 1a ➤ 1b ➤ 1c ➤ 1e ➤ 4	<ul style="list-style-type: none"> Skillfully orients reader to topics in introduction Meticulously develops claims with relevant body paragraphs Provides a powerful and reflective conclusion which supports claim(s) Creates cohesion through masterful use of transition words, phrases and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Skillfully orients reader to topics in introduction Thoroughly develops claims with relevant body paragraphs Provides a meaningful and reflective conclusion which supports claim(s) Creates cohesion through skillful use of transition words, phrases and clauses within and between paragraphs Includes logical progression from beginning to end 	<ul style="list-style-type: none"> Orients reader to topics in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion which supports claim(s) Creates cohesion through transition words, phrases and clauses within and between paragraphs Includes logical progression of ideas from beginnings to end 	<ul style="list-style-type: none"> Partially orients reader to topics in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which partially supports claim(s) Creates some cohesion through basic linking words, phrases and clauses within or between paragraphs Includes adequate progression of ideas 	<ul style="list-style-type: none"> Inadequately orients reader to topics in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate linking words, phrases and clauses Includes uneven progression from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topics in introduction or intro is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few to no transitions Includes little organization of ideas

Criterion	6 - Exemplary (Masters Standard)	5 - Advanced (Exceeds Standard)	4 - Proficient (Meets Standard)	3 - Satisfactory (Approaching Standard)	2 - Partial (Developing Standard)	1 - Minimal (Below Standard)
Evidence / Support CCSS-W: ➤ 1b ➤ 2b ➤ 9	<ul style="list-style-type: none"> Provides extensive and pertinent evidence to support claim Exceptionally integrates and cites credible sources and text evidence Convincingly refutes specific counter-claim(s) showing mastery of both sides of argument 	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim Effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited evidence to support claim(s) Ineffectively integrates and cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides, little or no evidence to support claim Does not use or cite credible sources and/or text evidence Fails to acknowledge opposing claim(s)
Analysis CCSS-W: ➤ 1b ➤ 9	<ul style="list-style-type: none"> Shows insightful and deep understanding of topic and text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows insightful understanding of topic or text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic or text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited understanding of topic or text Uses some valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic or text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no or inaccurate understanding of topic Reasoning is missing or does not connect
Language CCSS-L: ➤ 1 ➤ 2 ➤ 3	<ul style="list-style-type: none"> Uses purposeful and complex sentence structure Contains no errors in conventions Masterfully uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and varied sentence structure Contains some errors in conventions Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (ex. fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use academic vocabulary clearly