

Tiverton High School
School-wide Argumentative Writing Rubric

Academic Expectations *Students will be able to read, write, and communicate effectively*
Students will be able to analyze, interpret, and evaluate information critically

Teacher: _____

Course: _____

School Year: _____

Assignment/Task: _____

		4 Proficient With Distinction	3 Proficient	2 Partially Proficient	1 Below Proficient
Writing Effectiveness	Ideas	<ul style="list-style-type: none"> • <u>Concisely</u> explains claim and counterclaim(s) • Develops and supports claim and counterclaim(s) with sufficient and evidence, <u>explaining strengths and limitations</u> • <u>Cleverly</u> addresses the audience's knowledge level and concerns. 	<ul style="list-style-type: none"> • Explains claim and counterclaim(s) • Develops and supports claim and counterclaim(s) with sufficient evidence • Addresses the audience's knowledge level and concerns. <p>CCSW-TTP 1a,1b</p>	<ul style="list-style-type: none"> • <u>Somewhat</u> explains claim and counterclaim(s) • Develops and supports claim and counterclaim(s) <u>some</u> evidence • <u>Somewhat</u> addresses the audience's knowledge level and concerns. 	<ul style="list-style-type: none"> • Claim and counterclaim(s) not evident • Development of claim and counterclaim(s) not evident • No attention to the audience's knowledge level and concerns.
	Organization	<ul style="list-style-type: none"> • <u>Cleverly</u> uses words, phrases, clauses to link the major sections of the text and show relationships between claim(s), counterclaims and evidence. • Concluding statement or section <u>synthesizes</u> the argument presented. 	<ul style="list-style-type: none"> • Uses words, phrases, clauses to link the major sections of the text. • Concluding statement or section supports the argument presented. <p>CCSW-TTP 1c, 1e</p>	<ul style="list-style-type: none"> • <u>Attempts to use</u> words, phrases, clauses to link the major sections of the text • Concluding statement or section <u>somewhat</u> supports the argument presented. 	<ul style="list-style-type: none"> • Use of words, phrases, and clauses to link the major sections of the text is not evident • Concluding statement or section does not support the argument presented.
	Voice	<ul style="list-style-type: none"> • Establishes and maintains a <u>sophisticated</u> formal style and objective tone • Writes with a <u>clear</u> sense of audience 	<ul style="list-style-type: none"> • Establishes and maintains a formal style and objective tone • Writes with a sense of audience <p>CCSW-TTP 1b, 1d</p>	<ul style="list-style-type: none"> • <u>Attempts</u> to establish a formal style and tone • Writes with <u>little</u> sense of audience 	<ul style="list-style-type: none"> • Formal style and tone not evident • Writes with no sense of audience
	Word Choice	<ul style="list-style-type: none"> • Uses <u>sophisticated</u> language and content-specific vocabulary that is appropriate to purpose and audience • Uses precise and descriptive language that <u>effectively clarifies</u> and supports writing 	<ul style="list-style-type: none"> • Uses language and content specific vocabulary that is appropriate to purpose and audience • Uses precise and descriptive language that supports writing <p>CCSL-VAU 6</p>	<ul style="list-style-type: none"> • Uses language and content specific vocabulary that is <u>somewhat</u> appropriate to purpose and audience • Uses <u>some</u> descriptive language that supports writing 	<ul style="list-style-type: none"> • Language and content specific vocabulary is not appropriate to purpose and audience • Use of descriptive language is not evident
	Language and Conventions	<ul style="list-style-type: none"> • Uses varied sentence structure <u>to enhance meaning</u>. • Uses <u>sophisticated</u> organizational structures within paragraphs • Grammar/usage is <u>consistently</u> correct • Spelling is <u>consistently</u> correct. • Capitalization is <u>consistently</u> correct • Punctuation is <u>consistently</u> correct 	<ul style="list-style-type: none"> • Uses varied sentence structure • Uses organizational structures within paragraphs • Grammar/usage is generally correct • Spelling is generally correct. • Capitalization is generally correct • Punctuation is generally correct <p>CCSL- CSE 1b, 2a, 2b, 2c, 3a</p>	<ul style="list-style-type: none"> • <u>Little variation</u> in sentence structure • <u>Little organization</u> in paragraphs • Grammar/usage: <u>minor errors</u> • Spelling: <u>minor errors</u> • Capitalization: <u>minor errors</u> • Punctuation: <u>minor errors</u> 	<ul style="list-style-type: none"> • Sentences are structurally unsound and lack variation • Paragraph structure is unsound • Grammar/usage: <u>significant errors</u> • Spelling: <u>significant errors</u> • Punctuation: <u>significant errors</u> • Capitalization: <u>significant errors</u>

Shaded boxes indicate criteria that students must achieve a “3” in to be proficient

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Student Rubric Guide

		3 Proficient	Student Notes/Examples
Writing Effectiveness	Ideas	<ul style="list-style-type: none"> Explains claim and counterclaim(s) Develops and supports claim and counterclaim(s) with sufficient evidence Addresses the audience's knowledge level and concerns. <p>CCSW-TTP 1a,1b</p>	
	Organization	<ul style="list-style-type: none"> Uses words, phrases, clauses to link the major sections of the text. Concluding statement or section supports the argument presented. <p>CCSW-TTP 1c, 1e</p>	
	Voice	<ul style="list-style-type: none"> Establishes and maintains a formal style and objective tone Writes with a sense of audience <p>CCSW-TTP 1b, 1d</p>	
	Word Choice	<ul style="list-style-type: none"> Uses language and content specific vocabulary that is appropriate to purpose and audience Uses precise and descriptive language that supports writing <p>CCSL-VAU 6</p>	
	Language and Conventions	<ul style="list-style-type: none"> Uses varied sentence structure Uses organizational structures within paragraphs Grammar/usage is generally correct Spelling is generally correct. Capitalization is generally correct Punctuation is generally correct <p>CCSL- CSE 1b, 2a, 2b, 2c, 3a</p>	

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School-wide Argumentative Writing Rubric

Course _____ Teacher _____ School Year _____

Assignment _____

Student Name _____ Date _____

	Proficiency Criteria	Score			
Ideas	• Explains claim and counterclaim(s)	4	3	2	1
	• Develops and supports claim and counterclaim(s) with sufficient evidence	4	3	2	1
	• Addresses the audience's knowledge level and concerns.	4	3	2	1
Organization	• Uses words, phrases, clauses to link the major sections of the text.	4	3	2	1
	• Concluding statement or section supports the argument presented.	4	3	2	1
Voice	• Establishes and maintains a formal style and objective tone	4	3	2	1
	• Writes with a sense of audience	4	3	2	1
Word Choice	• Uses language and content specific vocabulary that is appropriate to purpose and audience	4	3	2	1
	• Uses precise and descriptive language that supports writing	4	3	2	1
Language and Conventions	• Uses varied sentence structure	4	3	2	1
	• Uses organizational structures within paragraphs	4	3	2	1
	• Grammar/usage is generally correct	4	3	2	1
	• Spelling is generally correct.	4	3	2	1
	• Capitalization is generally correct	4	3	2	1
	• Punctuation is generally correct	4	3	2	1
Rubric Score=_____ Grade=_____					

Scoring Guide:

Proficient with Distinction 60-54; Proficient 53-45; Partially Proficient 44-39; Below 38-30; Substantially Below 29-0

After receiving their initial grade, students will be provided one opportunity to revise their work to demonstrate progress towards proficiency. Revised work must be completed within one week. The initial grade will be averaged with the new grade. The final revised score may not exceed 80%. For grading purposes, the grade for this work will be calculated by multiplying the rubric score by 1.67.

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For Teacher Use

Rubric Alignment to Common Core Standards for Writing and Language

<p style="text-align: center;">Common Core Writing and Language Standards</p> <p>(Includes standards for Literacy in Social Studies, Science, and Technical Subjects)</p>	<p>CCSW Text Type & Purpose (Includes standards for Literacy in Social Studies, Science, and Technical Subjects)</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create and organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesions, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>CCSL Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentation. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the MLA format. <p>CCSL Vocabulary Acquisition and Use</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level.</p>
<p style="text-align: center;">Common Core Reading Standards</p> <p>(Includes standards for Literacy in Social Studies, Science, and Technical Subjects)</p>	
<p style="text-align: center;">Applied Learning Standards</p>	<ul style="list-style-type: none"> • Research • Critical Thinking • Communication