



# Argumentative Writing Rubric (Student)

| Scoring Elements                   | Exemplary<br>10 — 9   | Satisfactory<br>8 — 7   | Needs Work<br>6  | Your Score |
|------------------------------------|---|---|--|------------|
| <b>Personal Connection</b>         | Effectively establishes why the topic is personally important or relevant using <b>sophisticated</b> techniques, well-chosen details, and well-structured sequences.  | Adequately establishes why the topic is personally important or relevant, but does not use sophisticated techniques or lacks detail.  | Loosely establishes why the topic is personally important or relevant or <b>lacks</b> effective techniques, well-chosen details, or well-structured sequences.   |            |
| <b>Focused Idea</b>                | Effectively establishes an arguable and credible claim about a school issue that argues a position and proposes a solution.   | Adequately establishes a generally convincing claim about a school issue that argues a position and proposes a solution.  | Loosely establishes a claim related to a school issue that argues a position or proposes a solution.   |            |
| <b>Evidence</b>                    | Presents convincing evidence from at least 3 sources. The analysis <b>insightfully strengthens</b> the claim and explains the relationship between the evidence and the topic sentence.   | Provides relevant evidence from at least 2 sources. The analysis <b>effectively reinforces</b> the claim and identifies the relationship between the evidence and the topic sentence.   | Loosely presents evidence or <b>lacks reasoning</b> to support the development of the claim.   |            |
| <b>Organization</b>                | Maintains <b>logical organizational</b> structure with fluid transitions that <u>effectively</u> capture and hold the reader's attention and enhances the reasoning and logic of the claim.   | Maintains <b>appropriate organizational</b> structure with fluid transitions that <u>adequately</u> capture and hold the reader's attention and shows the reasoning and logic of the claim.   | <b>Lacks organizational</b> structure with fluid transitions that <u>loosely</u> capture and hold the reader's attention.  |            |
| <b>Conventions &amp; Citations</b> | Maintains a well-developed <u>command</u> of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <u>Consistently</u> cites sources using MLA format in the text and in a Works Cited page. | Demonstrates a <u>command</u> of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling with few errors. <u>Mostly</u> cites sources using MLA format in the text and in a Works Cited page. | Demonstrates <u>inconsistent command</u> of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <u>Does not</u> cite sources or lacks MLA format for in text citation and Works Cited page. |            |
| <b>Total Score</b>                 |   |   |  |            |

## Notes / Feedback

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