CCSS LHS ELA 10 Argumentative Rubric

Learner: _____

☐ *I certify that this essay is my own words and writing and represents an honest effort.*

	4	**3**	**2**
Reading & Research	☐ **proposes compelling** claims and counterclaims ▪ comprehensively synthesizes evidence for each while analyzing both ☐ **infers and addresses** the audience's assumptions on the topic ☐ **defends** the claims and counterclaims with: ▪ extensive rhetorical devices to support assertions ▪ appeals to credibility, emotion, and logic	☐ **establishes precise** claims and counterclaims ▪ supplies evidence for each while pointing out strengths and limitations of both ☐ **considers** audience knowledge level and concerns when developing the claims and counterclaims ☐ **incorporates** rhetorical devices to: ▪ strengthen the argument ▪ create credibility within the argument	☐ **develops** claims without identifying counterclaims ▪ partially supports claims with evidence ☐ **overlooks** audience knowledge level and concerns
Organization	☐ **frames** a thorough, reasoned argument for the reader that: ▪ fully addresses the prompt ▪ exercises appeals and rhetorical choices in the development of ideas ☐ **sequences the argument** with an organization that: ▪ distinguishes main and subordinate claims from alternate or opposing claims, and evidence ☐ **proposes** a conclusion that: ▪ broadens & reflects upon the significance of the argument	☐ **constructs** a sound and engaging argument for the reader that: ▪ fully addresses the prompt ▪ creates a thorough development of ideas ☐ **constructs** a logical organization that: ▪ establishes clear relationships among claim(s), counterclaims, reasons, and evidence ☐ **constructs** a concluding statement or section that: ▪ follows from the argument ▪ supports the multiple aspects of the argument	☐ **briefly engages** the reader ▪ partially addresses the prompt ▪ summarizes ideas ☐ **creates** an organization that: ▪ partially establishes relationships among evidence and claims ▪ overlooks counterclaims ☐ **organizes** a concluding statement that: ▪ partially supports the argument
Development	☐ **exhibits college-readiness command** of rhetorical elements to synthesize the major sections of the text, claims, warrants, backing and counterclaims, including: ▪ diction ▪ phrases ▪ extensive syntactical patterns ☐ **exemplifies** formality, professionalism, and a focus on the purpose & rhetorical mode of the text	☐ **exhibits an advanced command of elements** to clarify the relationships among claim(s), counterclaims, reasons, and evidence, including: ▪ diction ▪ phrases ▪ syntactical patterns	☐ **inconsistently uses element** to connect the relationships among claim(s), counterclaims, reasons, and evidence, including: ▪ diction ▪ phrases ▪ clauses
Language & Conventions	☐ **exhibits above level command of** the conventions of standard English when writing with NO errors in: ▪ capitalization ▪ grammar ▪ punctuation ▪ spelling ☐ **applies multiple** syntactical, grammatical and stylistic choices to create rhetorical effects for the reader ☐ **applies various uses of colons and formats of citations,** including ▪ parenthetical ▪ endnote ▪ footnote ▪ bibliographic	☐ **exhibits grade level command of** the conventions of standard English when writing with minor errors in: ▪ capitalization ▪ grammar ▪ punctuation ▪ spelling ☐ **incorporates** stylistic choices to create complex sentences involving: ▪ semicolons ▪ conjunctive adverbs ☐ **creates complex citations** with colons to: ▪ incorporate lists ▪ elaborate upon ideas ▪ format quotations	☐ **attempts** to use grade level conventions but employs them with noticeable errors in: ▪ capitalization ▪ grammar ▪ punctuation ▪ spelling ☐ **attempts** choices in phrases, clauses and citations involving: ▪ semicolons ▪ conjunctive adverbs ▪ colons

Peer Scorer:				☐ *I certify that I read and scored this essay carefully, honestly, and with my best effort to help my peers become proficient writers.*	**LF Proficiency Verification** ☐ *Learner's text has met Level 3 proficiency or higher* ☐ *Learner's text still needs revision to demonstrate proficiency*
Category	**Peer Score**	**Self-Score**	**LF Score**	**Peer Comments:**	**LF Comments:**
Reading & Research					
Organization					
Development					
Language & Conventions					