

Writes arguments to support claims with clear reasons and relevant and sufficient evidence.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Demonstrates a deep understanding of content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
Organization/ Purpose	<p>Effective or engaging introduction.</p> <p>Claim is insightful or compelling</p> <p>Effective or engaging conclusion</p> <p>Logical progression of ideas: strong connections between and among ideas</p> <p>Uses a variety of transitional strategies to clarify the relationships between and among ideas and concepts</p>	<p>Introduction provides the context needed to understand the text, topic or issue.</p> <p>Claim is clearly stated, and mostly maintained through the piece.</p> <p>Concluding statement or section follows clearly from the argument presented</p> <p>Groups related ideas and evidence logically</p> <p>Uses words, phrases, and clauses to clarify the relationships among claims, reasons, and evidence</p>	<p>Introduction may not provide needed context. May be weakly related to text, topic, or issue. Claim may be unclear and/or insufficiently maintained</p> <p>Conclusion is only weakly related to the argument presented.</p> <p>Connections between and among ideas are unclear</p> <p>Incorrectly uses transitional strategies and/or little variety in strategies applied</p>	<p>Introduction may be missing or off-topic</p> <p>Focus is confusing or ambiguous or missing</p> <p>Conclusion may be missing or off-topic.</p> <p>Frequent extraneous ideas; ideas may be randomly ordered</p> <p>Few or no transitions used</p>
Evidence/	Effective use of a variety of elaborative techniques	Develops the claim with clear reasons and relevant evidence from credible	Topic is insufficiently developed with facts and details from source materials; evidence may	Supporting facts and details are minimal, irrelevant, absent, in error or incorrectly

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

Elaboration	Information / evidence from the source material is integrated as needed, relevant, specific , and exceptionally well-chosen	sources; integrated as needed Gives basic bibliographic information for sources	be imprecise, repetitive or vague.	used
	Word choice is nuanced and clearly appropriate for the audience and purpose	Uses precise language and domain-specific vocabulary to support and develop the claim	Formatting, illustrations, or multimedia used do not aid comprehension Uses some domain-specific vocabulary	Formatting, illustrations, or multimedia used interfere with comprehension. Uses basic vocabulary, and simple or repetitive sentence structure
Style	Formal style and tone enhance the overall effectiveness of the writing	Establishes and maintains a formal style and respectful, thoughtful tone	Style / tone may be informal or inconsistent	No evidence of intentional formal style evident; style /tone may be inappropriate
Conventions	Few, if any, errors in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed Adequate use of punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning Inconsistent use of punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

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