

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>Acknowledges alternate or opposing claim</p> <p>Concluding statement or section follows clearly from and supports the argument presented</p> <p>Groups related reasons and evidence logically, , both between and within paragraphs</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>Claim 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; may rely on opinion instead of evidence</p> <p>Few or no transitions used</p>

*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.*

Evidence/ Elaboration	Effective use of a variety of elaborative techniques Information / evidence from the source material is integrated as needed, relevant, specific , and exceptionally well-chosen	Develops the claim with clear reasons and relevant evidence from accurate, credible sources; uses clear reasoning to develop reasons and evidence; evidence integrated as needed Cites sources within body of essay	Claim is insufficiently developed with reasons and evidence from source materials; evidence may be imprecise, repetitive or vague.	Supporting facts and details are minimal, irrelevant, absent, in error or incorrectly 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	Uses some domain-specific vocabulary	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, inconsistent, or inappropriate	No evidence of intentional formal style evident; style /tone may be inappropriate

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Conventions	<p>Few, if any, errors in usage and sentence formation</p> <p>Effective and consistent use of punctuation, capitalization, and spelling</p>	<p>Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</p> <p>Adequate use of punctuation, capitalization, and spelling</p>	<p>Frequent errors in usage may obscure meaning</p> <p>Inconsistent use of punctuation, capitalization, and spelling</p>	<p>Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured</p>
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