**Dearborn Public Schools Lichocki LA 2**

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| **Argumentative Writing Rubric (Grade 9)** |
| **Score** | **Statement of Purpose/Focus and Organization** | **Development: Language and Elaboration of Evidence** | **Conventions** |
| **Statement of Purpose/Focus** | **Organization** | **Elaboration of Evidence** | **Language and Vocabulary** |
| **4****180-200****A Range** | The response is fully sustained and consistently and purposefully focused: * claim is clearly stated, focused and strongly maintained
* logical reasoning clarifies complex ideas
* counter argument examined thoroughly
* all of the above
 | The response has a clear and effective organizational structure creating unity and completeness:* effective, consistent use of a variety of transitional strategies
* body includes all components of an argument:

 -claim and reasons  -evidence/data -counter argument* effective introduction and conclusion for audience and purpose that supports argument
* all of the above
 | The response provides thorough and convincing support/evidence/data: * use of evidence/data from credible and accurate sources is smoothly integrated, comprehensive, relevant, and concrete
* acknowledgement of source(s)
 | The response is clear and effectively expresses ideas, using precise language:* words are precise and accurate and chosen to enhance purpose and meaning
* establishes and maintains style appropriate to audience and purpose
 | The response demonstrates a strong command of conventions:* few, if any, errors are present in grammar/usage and sentence construction
* effective and consistent use of punctuation, capitalization, and/or spelling
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| **3****160-179****B Range** | The response is adequately sustained and generally focused:* claim is clear and for the most part maintained, though some loosely related material may be adequate
* counter argument addressed
* reasoning is logical
 | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:* adequate use of transitional strategies with some variety
* body includes most components of an argument
* adequate introduction and conclusion
 | The response provides adequate support/evidence/data: * some evidence from sources is integrated
* general acknowledgement of source(s)
 | The response adequately expresses ideas, employing a mix of precise with more general language* An easily understood message is clearly communicated through careful word choice
* establishes style appropriate to audience and purpose
 | The response demonstrates an adequate command of conventions:* some errors in grammar/usage and sentence construction may be present, but no systematic pattern of errors is displayed
* adequate use of punctuation, capitalization, and/or spelling
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| **2****159-140****C Range** | The response is somewhat sustained and may have a minor drift in focus:* claim on the issue may be somewhat unclear and unfocused
* counter argument may be acknowledged, but not developed
* supporting ideas lack clarity and logical reasoning
 | The response has an inconsistent organizational structure, and flaws are evident:* inconsistent use of basic transitional strategies with little variety
* body includes some components of an argument
* conclusion and introduction, if present, are weak
 | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:* evidence from sources is weakly integrated
* uneven acknowledgement of source(s)
 | The response expresses ideas unevenly, using simplistic language:* words are adequate and correct in a general sense; message is emerging and can be inferred
* style is sometimes appropriate to audience and purpose
 | The response demonstrates a partial command of conventions:* frequent errors in grammar/usage may obscure meaning
* inconsistent use of punctuation, capitalization, and/or spelling
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| **1****139-120****D Range** | The response may be related to the purpose but may offer little relevant detail:* claim may be confusing or ambiguous
* no counter argument addressed
* no logical reasoning among supporting ideas
 | The response has little or no discernible organizational structure:* few or no transitional strategies are evident
* body missing key components of an argument
* lead/conclusion missing
 | The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:* use of evidence from sources is minimal, absent, in error or irrelevant
* no acknowledgement of source(s)
 | The response expresses ideas that are vague, unclear or confusing:* words are vague and general so message is limited and unclear (e.g., “good,” “bad,” “nice”)
* style is not appropriate to audience and purpose
 | The response demonstrates a lack of command of conventions:* errors are frequent and severe and meaning is often obscure
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**MLA Total Score /250 Summative Points**

**Paper Formatting /25**

**Works Cited /25**