**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 |
| **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 |
| **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 |
| **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 |

**MLA Total Score /250 Summative Points**

**Paper Formatting /25**

**Works Cited /25**