

WPS Secondary Writing Rubric - Argument

Nov 2014

		Advanced	Proficient	Making Progress	Does Not Meet Expectations	Non-scorable
<b>C</b> <b>O</b> <b>N</b> <b>T</b> <b>E</b> <b>N</b> <b>T</b>	<b>Claim</b>	Sophisticated claim/thesis effectively responds to the prompt and establishes a clear purpose.	Claim responds to the prompt and establishes a clear purpose.	Claim responds to the prompt, but purpose is not clear.	Claim attempts to address prompt, but it is vague.	Irrelevant or missing claim
	<b>Counterclaim</b> (Argument 7-12)	Counterclaims, supported by evidence, are presented, and each is challenged with a strong, logical rebuttal.	Counterclaims are presented, and each is challenged with a rebuttal.	Counterclaims are presented, and an attempt is made to challenge each with a rebuttal.	Counterclaims are presented.	Irrelevant or missing counterclaims
	<b>Reasons and Evidence</b>	The claim is effectively supported by strong reasons and multiple pieces of relevant and credible textual evidence.	The claim is clearly supported by reasons and by some relevant and credible textual evidence.	The claim is supported by reasons and relevant, but limited, textual evidence.	The claim is supported with weak reasons and irrelevant or no textual evidence.	Claim is not supported with reasons or evidence
	<b>Explanation of Evidence</b>	Explanation of evidence is clear and accurate; demonstrates thorough understanding of content; clearly connects evidence to reasons and claim.	Explanation of evidence is mostly clear and accurate; demonstrates good understanding of content; connects evidence to reasons and claim.	Explanation of evidence is sometimes clear; demonstrates some understanding of content; attempts to connect evidence to reasons and claim.	Explanation of evidence is attempted, but unclear; demonstrates minimal understanding of content; does not connect evidence to reasons and claim.	Explanation of evidence is not present; demonstrates no understanding of content.
<b>S</b> <b>T</b> <b>Y</b> <b>L</b> <b>E</b>	<b>Organization</b>	Writer uses a clear and logical structure with a sophisticated progression of ideas and sophisticated transitions; includes a strong introduction and conclusion.	Writer uses a logical structure with a clear progression of ideas and clear transitions; includes an introduction and conclusion.	Writer attempts to use a logical writing structure with some progression of ideas and some transitions; includes a basic introduction and conclusion.	Writer's lack of structure and focus causes some confusion for the reader; little or no development of introduction and/or conclusion.	Writer's lack of structure and focus makes it difficult for reader to understand.
	<b>Task, Audience &amp; Purpose; Voice</b>	Writing is consistently appropriate and voice is strong.	Writing is appropriate and voice is present.	Writing is sometimes appropriate and voice is developing.	Writing is rarely appropriate and no voice is present.	Writing is not appropriate.
<b>L</b> <b>A</b> <b>N</b> <b>G</b> <b>U</b> <b>A</b> <b>G</b> <b>E</b>	<b>Word Choice</b>	Language and vocabulary is sophisticated.	Language and vocabulary is grade appropriate.	Language and vocabulary is approaching grade level.	Language and vocabulary is too simplistic for grade level.	Writer demonstrates little to no command of language, or not enough original writing to assess language.
	<b>Errors in Writing</b>	No errors or minor errors; meaning is clear throughout the piece	Some errors, but meaning is clear	Distracting errors occasionally interfere with meaning.	Too many errors greatly interfere with meaning.	
	<b>Language Development</b>	Sophisticated sentence structure, grammar, usage, and mechanics	Some complexity of sentence structure, grammar, usage, and mechanics	Limited complexity of sentence structure, grammar, usage, and mechanics	Limited control of sentence structure, grammar, usage and mechanics	