Rubric to assess argumentative claim, evidence, and attention to audience

CCSS Writing Rubrics, Argument (9-10), *Abbreviated rubric from* turnitin.com

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Description | 5 – Exceptional | 4 – Skilled | 3 – Proficient | 2 – Developing | 1 – Inadequate |
| **Claim/Organization**Introduces a clear, arguable claim that can be supported by reasons and evidence (WHST.9-10.1a) | Stakes a compelling claim that is clearly arguable. Establishes a purposeful position. Carefully crafted structure and organiza-tion support the claim.  | Stakes a precise claim that is clearly arguable. Establishes an easily identifiable position. Effective structure and organization align with the claim.  | Stakes a claim that is arguable. Establishes a position. Structure and organization align with the claim.  | Contains an unclear or emerging claim. Suggests a vague position. Writing shows attempt a structure and organization to sup-port the claim; structure may fail to align with claim.  | Claim and/or position are vague, unidentifiable, or non-existent. Writing shows limited structure and organization.  |
| **Development/Evidence**Provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument (WHST.9.10.1e, WHST.9-10.9) | Convincing and relevant data and evidence back up the claim and address counterclaim(s) effectively. The conclusion adds a culminating force to the argument’s claim and evidence.  | Sufficient and relevant data and evidence back up the claim and address counterclaim(s) fairly. The conclusion connects to the argument’s claim and evidence.  | Sufficient data and evidence back up the claim and address counterclaim(s). The conclusion connects to the argument’s claim and evidence.  | Data and evidence attempt to back up the claim and counterclaim(s) unclearly, or writing may lack counterclaim altogether.The conclusion merely restates the position.  | Contains limited data and evidence related to the claim and counterclaim; may lack counterclaim. Attempt at conclusion may be confusing or nonexistent.  |
| **Audience/Word Choice**Anticipates the audience’s knowledge level and concerns about the claim (WHST.9-10.1d) | Writer anticipates and addresses audience’s concerns about the claim, even ones that may not be self-evident. Word choice consistently addresses the audience’s knowledge level.While written formally and objectively, the tone engages the reader. | Writer anticipates and addresses the most evident audience concerns about the claim. Word choice addresses the audi-ence’s knowledge level. Infrequently the writing may fail to explain a concept, or may use language or terms that are incompatible with the audience. Written formally and objectively with a tone appropriate to topic and audience. | Writer addresses some audience concern(s) about the claim, but may miss the expected concerns. Word choice considers the audience’s knowledge level. Occasionally the writing may fail to explain a concept, or may use language or terms that are incompatible with the audience.Written formally and objectively. | Writer may fail to address audience concern(s) about the claim. Word choice illustrates an inconsistent awareness of the audience’s knowledge level. The writing may frequently fail to explain a concept, or may use language or terms that are incompatible with the audience.The attempt to write formally and objectively may meet limited success. Text may slip into inappropriately informal jargon, spelling, or mechanics. | Writing does not acknowledge audience concern(s) about the claim. Word choice illustrates little or no awareness of the audience’s knowledge level. The writing may consistently use language or terms incompatible with the audience.The attempt to write formally and objectively may meet limited or no success. Text may slip into inappropriately informal jargon, and incorrect spelling and mechanics. |

# **Ø** Severely lacking in understanding, a completely off topic response, or no more than a desperate attempt to write something—anything. Or…a blank paper—a sign of sober resignation.