

Name: _____ Date: _____ Grade: _____ Teacher: _____ Title: _____

Westerly High School Rubric 1.1.11-12 The learner is able to communicate effectively (argument writing).

Criteria	Exemplary	Proficient	Approaching	Developing	Beginning	Points
Idea Development	Engages the reader while introducing a precise claim. (4)	Introduces a precise claim. (3)	Introduces a too broad, too narrow, or unsupportable claim. (2)	Attempts to introduce a claim, but it is unclear. (1)	Does not introduce a claim. (0)	
	Thoroughly contextualizes the claim and/or cleverly distinguishes it from alternative or opposing claims. (5)	Effectively contextualizes the claim and distinguishes it from alternate or opposing claims. (4)	Adequately contextualizes the claim but does not distinguish it from alternative or opposing claims. (3-2)	Attempts to contextualize the claim but falls short. Does not distinguish it from alternative claims. (1)	Does not contextualize claim. Does not distinguish it from alternative or opposing claims. (0)	
	Thoroughly develops the claim by supplying strong evidence while fairly and cleverly explaining its strengths and limitations. (6)	Effectively develops the claim by supplying sufficient evidence for each while fairly explaining its strengths and limitations. (5)	Adequately develops the claim, but evidence may be lacking while explanations of strengths and weakness may be limited or unfair. (4-3)	Develops or attempts to develop the claim by supplying limited evidence and/or explanations of strengths and weaknesses. (2-1)	Does not develop the claim. (0)	
	Thoroughly develops and refutes the counterclaim by fairly presenting it while cleverly explaining its strengths and limitations. (5)	Effectively develops and refutes the counterclaim by supplying sufficient evidence while fairly explaining its strengths and limitations. (4)	Adequately develops and refutes the counterclaim, but evidence may be lacking while explanations of strengths and weakness may be limited or unfair. (3)	Attempts to develop and refute the counterclaim with limited evidence and/or explanations of strengths and weaknesses. (2-1)	Does not address the counterclaim. (0)	
	Provides an engaging conclusion that follows from and acknowledges the argument presented. (6 points)	Provides a conclusion that follows from and supports the argument presented. (5)	Provides a conclusion that recaps the argument presented. (4-3)	Provides a conclusion that is abrupt or off topic. (2-1)	Does not provide a conclusion. (0)	
Organization	Creates an organization that cleverly establishes clear relationships among the claim, counterclaims, reasons and evidence. (5)	Creates an organization that effectively establishes clear relationships among the claim, counterclaims, reasons and evidence. (4)	Creates an organization that adequately establishes relationships among the claim, counterclaims, reasons and evidence (3-2)	Attempts to organize the claim, counterclaims, reasons, and evidence, but there are disruptive lapses in continuity. (1)	Lacks organization and/or provides no continuity in writing. (0)	
	Seamlessly uses appropriate, sophisticated, varied transitions to link the major sections of the text and creates cohesion. (5)	Effectively uses appropriate, varied transitions to link the major sections of the text and creates a sense of cohesion. (4)	Adequately transitions between major sections of the text by using simple or repetitive methods. Creates a sense of cohesion. (3-2)	Attempts to transition between major sections of the text by using forced, abrupt or repetitive methods. A sense of cohesion may be missing. (1)	Lacks transitions between major sections of the text. Does not create a sense cohesion. (0)	
Style	Precisely attends to the norms and conventions of formal English (including grammar, usage, style, and format). (5)	Effectively attends to the norms and conventions of formal English (including grammar, usage, style, and format). (4)	Adequately attends to the norms and conventions of formal English (including grammar, usage, style and format). (3-2)	Attempts to attend to the norms and conventions of formal English (including grammar, usage, style, and format). (1)	Does not attend to the norms and conventions of formal English (including grammar, etc.). (0)	
	Establishes and maintains a tone tailored to the specific purpose and audience. (5)	Establishes and maintains a tone appropriate to the purpose and audience. (4)	Establishes but does not maintain a tone appropriate to the purpose and audience. (3-2)	Establishes and maintains a tone inappropriate to the purpose and audience (1)	Uses various, inappropriate tones or no tone. (0)	
	Artfully uses diction and syntax to successfully communicate meaning, generate reader interest, and convey a sense of style. (4)	Purposefully uses diction and syntax to successfully communicate meaning, generate reader interest, and convey a sense of style. (3)	Attempts purposefully to use diction and syntax to communicate meaning, generate reader interest, and convey a sense of style. (2)	Does not convey an attempt to use diction and syntax to communicate meaning, generate reader interest, and convey a sense of style. (1)	Use of diction and syntax inhibits communication of meaning, reader interest, etc. (0)	
_____ Exemplary (100-95) _____ Proficient (94-86) _____ Approaching (85-68) _____ Developing (67-56) _____ Beginning (55-50)					Points in last column +50=	