

Six-Trait Rubric– 10th grade Argumentation

	5	4	3	2	1
Ideas/ Content	-A claim is clearly stated, focused, and strongly maintained. -Support is specific and relevant. -Logical evidence and reasoning is well-supported and appropriately integrated. -Evidence is clearly explained and related to the claim. -Alternate or opposing claims are clearly addressed and refuted.		-A claim is clear and for the most part maintained, though some loosely related material may be present. -Support is sometimes specific and relevant. -Some evidence from sources is integrated but may not support the argument. -Evidence is sometimes explained and related to the claim. -Alternate or opposing claims are mentioned or alluded to but may be incomplete.		-A claim is not stated. -Support may be related to the purpose but may offer little relevant detail. -Use of evidence is minimal, absent, in error, or irrelevant. -Evidence is not explained. -Alternate or opposing claims are not mentioned.
Organization	-A logical progression of ideas develops from beginning to end. -Strong connections among ideas are developed. -Thoughtful transitions connect ideas and clarify relationships. -An effective introduction and conclusion consider audience and purpose.		-An adequate progression of ideas develops from beginning to end. -Adequate, though slightly inconsistent, connections among ideas are developed. -Transitions are often present but lack effectiveness. -Introduction and conclusion are present but may not be fully developed.		-Ideas are not logically presented; disorganization distracts the reader. -Little or no use of transitions is used. -No introduction and/or conclusion developed. -One or more major parts of the paper missing.
Voice	-The writing is appropriate to the audience and the purpose. -The writer uses and maintains appropriate style (formal/informal) and tone for audience and task.		-The writer is aware of an audience although he/she may not always engage the reader. -Tone and style are not consistent.		-The writing is not suited for audience and purpose. -The writer has little awareness of audience; readers must work at remaining engaged.
Word Choice	-Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose. -Diction is accurate and specific. -Word choice is descriptive and appealing. -Specialized vocabulary is used appropriately.		-Word choice has some variety and is generally accurate. -Word choice is generally appropriate for the audience and purpose. -Some precise diction is present. -Occasional misuse of specialized vocabulary.		-Little to no attempt at word choice variety is made. -Word choice is dull and disengaging. -Words are frequently incorrect or inadequate. -Incorrect words corrupt meaning and confuse the reader. -Words are vague and abstract.
Sentence Fluency	-Sentences are balanced with a variety of beginnings and a variety of sentence structures. -Sentences enhance meaning while being engaging and fluent. -The paper may be read aloud easily with ease of expression; sentences flow.		-Sentences have some variety in beginnings and structure. -Some fragments or run-ons may be present but do not interfere with meaning. -Ease of expression is inconsistent.		-Little to no variety of sentence beginnings and structure. -Persistent run-ons, fragments interfere with meaning. -Sentences do not effectively move readers from one idea to the next.
Conventions	-Few, if any, errors are present in grammar and usage; little editing would be needed. -Effective and consistent use of punctuation, capitalization, and spelling is evidenced.		-Some errors in grammar and usage may be present, but no systematic pattern of errors occurs; errors rarely obscure meaning. -Adequate use of punctuation, capitalization, and spelling.		-Errors are frequent and severe; meaning is often obscured. -Little to no control over standard spelling, usage, and grammar conventions. -Extensive editing is required for publication.