

**Argument Paragraph-Common Rubric (Science, Social Studies, English, and Health)**

	Exceeding (4)	Meeting (3)	Approaching (2)	Developing (1)
<b><u>Claim</u></b> <b>Notes:</b>	Claim is <b>insightful</b> and clear and takes a position on the central question. Claim gives <b>one clear general reason for the position</b>	Claim is solid, <b>takes a position</b> on the central question, and provides <b>general reasoning</b>	Sentence is a <b>claim</b> which takes a <b>position on the central question</b> but either <b>does not provide any reasoning, general reasoning is too vague or provides many reasons.</b>	Topic sentence is <b>related to the central question</b> , but <b>does not take a position or provide general reasoning.</b> It may jump into text evidence.
<b><u>Li-C-Q-Px3: Effectively Embedding Evidence</u></b>	Formatting includes: <b>Li-C-Q-Px3. Lead in</b> effectively states the speaker and situation are specific and well summarized in lead in. <b>Evidence is directly cited using quotation marks and a MLA parenthetical.</b>	There may be minor flaws with evidence formatting. <b>Lead in</b> states the speaker and situation, but may be less specific or accurate. <b>Evidence is directly cited using quotation marks and a MLA parenthetical citation.</b>	There are a few flaws with evidence formatting. Lead in is missing the speaker and/or situation, or is inaccurate or vague. Lead in is just a transition. Lead in is Missing MLA parenthetical citation or is inaccurate.	There are many flaws with evidence formatting. It may have too much summary or be inaccurate.
<b><u>Evidence:</u></b> <b># of evidence required: ___</b>	Evidence is <b>concise, accurate, well-chosen, and specific.</b> Evidence <b>clearly</b> supports the claim.	Evidence is accurate, well-chosen, but <b>may not be as concise or specific.</b> Evidence <b>clearly</b> supports the claim.	Evidence may be <b>too vague.</b> Evidence supports the claim but not as clearly. Evidence is a text reference or is paraphrased evidence.	Evidence may be <b>too vague.</b> Evidence does not align with the claim and/or central question. Evidence is a text reference, but not aligned.
<b><u>Commentary</u></b> <b>Notes:</b>	The commentary sentences <b>clearly</b> explain the evidence’s <b>significance and/or how it supports the claim.</b> Commentary shows <u>interpretation</u> or <u>insight</u> that reader sees in the evidence by <b>explicitly “unpacking” it.</b> Commentary elaboration is appropriate to writing task.	The commentary sentence <b>discusses the evidence and its significance or how it supports the claim</b> but does so less clearly/strongly. Commentary shows some <u>interpretation</u> or <u>insight</u> that reader sees in the evidence. Commentary elaboration is appropriate to writing task.	The commentary sentence <b>relates loosely</b> to the evidence. Commentary may paraphrase the evidence <b>without adding much interpretation/explanation.</b> Commentary elaboration shows some <b>connection between evidence and claim, but it is incomplete or undeveloped.</b>	The commentary sentence is <b>unrelated to the evidence.</b> It may be related to the central question or deviate off-topic. Commentary shows limited elaboration of <b>the connection between evidence and claim.</b>
<b><u>Conclusion</u></b> <b>Notes:</b>	Conclusion <b>clearly restates the claim</b> (position and general reasoning), <b>using different words</b> than the claim. Concluding sentence includes a convincing <b>so what.</b>	Conclusion <b>restates the claim</b> (position and general reasoning), using the some of the <b>same words</b> as the claim and provides a general <b>so what.</b>	Conclusion <b>restates the position</b> , but <b>not the general reasoning</b> of the claim. Restates the claim with the same words. There is <b>little conclusion or so-what in reader’s mind.</b> Writer may state, “These are all the reasons...” <b>So what is unclear or vague.</b>	Final sentence relates to the paragraph, but is not a conclusion. It may <b>introduce a new or different idea or contradict the claim.</b> <b>So what is missing</b>
<b><u>Writing Style</u></b> <b>Notes:</b>	Spelling, grammar, and conventions of Standard English are nearly <b>error-free.</b> <b>A variety of transitions</b> and academic language are used to logically connect ideas and sentences. Writing incorporates consistent and appropriate use of content-specific <b>academic vocabulary.</b> Writing is in <b>present tense.</b> No “I, me, or my” No use of “this” in commentary.	Spelling, grammar, and conventions of Standard English are mostly <b>error-free.</b> <b>Transitions</b> used to connect ideas and sentences are fewer and less varied. Writing is <b>mostly in present tense.</b> <b>No “I, me, or my, and you”</b> Writing does not overuse “this...” Writing incorporates some appropriate use of content-specific <b>academic vocabulary.</b>	Spelling, grammar, and conventions of Standard English have a few errors. <b>1-2 transitions</b> are used to connect ideas and sentences, but they may be less effective Writing <b>shifts tenses frequently.</b> <b>Writer uses “I, me, or my, and you”</b> <b>Writer overuses “this....”</b> Use of <b>academic vocabulary</b> is scarce or not used appropriately/accurately.	Spelling, grammar, and conventions of Standard English have frequent errors that impede meaning. <b>Transitions are not</b> used to connect ideas and sentences. Writing <b>shifts tenses frequently.</b> <b>Writer uses “I, me, or my, and you ”</b> <b>Writer overuses “this....”</b> <b>Academic vocabulary</b> is not used