

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

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