**1984 Argument Rubric**

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|  | **Advanced** | **Proficient** | **Partially-Proficient** | **Struggling** |
| **Title** | **5 points**  Title reflects content of essay and engages reader; punctuation is correct | **4 points**  Title reflects content of essay; some errors in punctuation | **3 Points**  Title appears to be an afterthought; major errors in punctuation | **0 points**  Title is missing |
| **Opening** | **10 points**  Opening has a clear statement of argument and engages reader | **7 points**  Opening states the purpose of the essay but is less clear as to argument | **5 points**  Opening implies topic but does not present a clear argument | **5 points**  Opening implies topic but does not present a clear argument |
| **Content - Ideas** | **20 points**  In addition to the skills listed in the “proficient” column, the student’s ideas are particularly persuasive, insightful, and/or above average for this grade level. | **16 points**  Introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), and distinguishes the claim(s) from alternate or opposing claims **W.2.a.i; RR.3.a** | **12 points**  Writing may be underdeveloped, imprecise, unclear, or otherwise difficult to understand. Student struggles to support claims and/or distinguish his/her claim from alternate or opposing claims. | **11-0 Points**  Writing is incomplete, too difficult to understand, or simply not a representation of an argument. |
| **Content - Evidence** | **20 Points**  In addition to the skills listed in the “proficient” column,  the evidence is particularly strong, compelling, or otherwise varied. The evidence denotes thoughtful and extensive research. | **16 Points**  Effectively integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Internal Citations or MLA format). **RR.1.b** | **12 Points**  Attempts to integrate information into the text, but the flow of ideas may be choppy, the student may rely to heavily on one source, there are not enough sources, and/or the sources are not cited properly. | **11-0 Points**  Writing lacks evidence and/or the sources are not cited at all. |
| **MLA in-text citation** | **10 points**  Writer demonstrates a clear understanding of in-text citation | **10 points**  Writer demonstrates a clear understanding of in-text citation |  | **5 points**  Writer seems unsure of how to use in-text citation |
| **Works Cited** | **10 points**  Writer demonstrates a clear understanding of works cited pages | **7 points**  Writer attempts a works cited page but may have errors in punctuation or content | **5 points**  Writer does not show an adequate attempt at a correct works cited page |  |
| **Writing Skill - Conventions** | **10 Points**  The student’s command of the conventions of English grammar, capitalization, punctuation and spelling is clearly above grade-level. | **8 points**  Demonstrates a command of the conventions of standard English grammar capitalization, punctuation, and spelling. **W.3.a,b** | **6 points**  Conventional errors are significant enough to interrupt the flow of the paper. The author clearly didn’t proofread and/or is somewhat below grade level in writing convention skills. | **5-0 Points**  Conventional errors are so frequent that the reader has difficulty understanding the paper. Writer is clearly below grade level in writing convention skills. |
| **Writing Skill - Ideas** | **15 Points**  In addition to the skills listed in the “proficient” column,  the student’s word choice, sentence structure, organization and style make the writing particularly compelling and persuasive. | **12 Points**  Effectively writes an argument to support a claim using valid reasoning and relevant, sufficient evidence. **W.2.a** | **9 Points**  Attempts to write an argument to support a claim, but the argument may be ineffective, and/or the reasoning and/or evidence may be insufficient. | **8-0 Points**  Student was unable to write an argument using the established components (claim, position, reasoning, evidence, etc.) |