Updated Argumentative Rubric

Writing targets	Advanced	Proficient	Progressing	Beginning	Limited
Purpose, Focus, and Organization	☐ Writing contains a strongly maintained controlling idea with little or no loosely related material. ☐**Clearly addressed alternate or opposing claims.** ☐ Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas. ☐ Logical progression of ideas from beginning to end with a satisfying introduction and conclusion. ☐ Appropriate style and objective tone established and maintained.	☐ A maintained controlling idea, though some loosely related material may be present. ☐**Alternate or opposing claims included but may not be completely addressed.** ☐ Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas. ☐ Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion.	☐ A focused controlling idea but insufficiently sustained or unclear. ☐**Insufficiently addressed alternate or opposing claims.** ☐ Inconsistent use of transitional strategies with little variety. ☐ Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion.	☐ Confusing or ambiguous ideas. ☐**Confusing alternate or opposing claims.** ☐ Few to no transitional strategies. ☐ Frequent extraneous ideas that impede understanding. ☐ Too brief to demonstrate knowledge of focus or organization.	☐ Be blank or show written refusal to answer ☐ Be presented in language other than English ☐Include only a restatement of the stem ☐**No alternate or opposing claims.** ☐Consist of random keystroke characters ☐Include only bulleted points ☐Include no transitional strategies
Evidence and Elaboration	☐ Smoothly integrated, thorough, and relevant evidence, including precise references to sources. ☐ Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text. ☐ Clear and effective expression of ideas, using precise language. ☐ Academic and domain-specific vocabulary clearly appropriate for the audience and purpose. ☐ Varied sentence structure, demonstrating language facility.	☐ Generally integrated and relevant evidence from sources, through references may be general and imprecise. ☐ Adequate use of some elaborative techniques. ☐ Adequate expression of ideas, employing a mix of precise and general language. ☐ Domain-specific vocabulary generally appropriate for the audience and purpose. ☐ Some variation in sentence structure.	☐ Weakly integrated evidence from sources; erratic or irrelevant reference or citations. ☐ Repetitive or ineffective use of elaborative techniques. ☐ Imprecise or simplistic expression of ideas. ☐ Some use of inappropriate domain-specific vocabulary. ☐ Most sentences are limited to simple constructions.	☐ Minimal, absent, erroneous, or irrelevant evidence or citations from source material. ☐ Expression of ideas that is vague, unclear, or confusing. ☐ Limited and often inappropriate language or domain-specific vocabulary. ☐Sentences limited to simple constructions.	☐ **Only direct copy of part of the reading selection** ☐ **No citations from the source material** ☐ No relevant domain-specific vocabulary ☐No evidence from the support material(s)
Conventions of Standard English	☐ Few to no errors in usage. ☐ Skilled use of punctuation, capitalization, sentence formation, and spelling.	☐Some minor errors in usage but no patterns of errors. ☐ Adequate use of punctuation, capitalization, sentence formation, and spelling.	☐Various errors in usage ☐Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling.	☐ The response demonstrates a lack of command of conventions, with frequent and severe errors.	☐ The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.