

Student's Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### Argumentative Response Rubric

Point Value	Description—Idea Development, Organization, Coherence
4	<p>The student's response is a well-developed essay that effectively relates and supports claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>• Effectively introduces a claim</li> <li>• Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claims fully</li> <li>• Acknowledges and counters opposing claims, as appropriate</li> <li>• Uses an organizational strategy to present reasons and relevant evidence</li> <li>• Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas</li> <li>• Uses and maintains a formal style that is appropriate for the task, purpose, and audience</li> <li>• Provides a strong concluding statement or section that logically follows from the argument presented</li> </ul>
3	<p>The student's response is a complete argument that relates and supports claims with some evidence.</p> <ul style="list-style-type: none"> <li>• Clearly introduces a claim</li> <li>• Uses specific facts, details, definitions, examples, and/or other information from sources to develop claims</li> <li>• Attempts to acknowledge and/or counter opposing claims, as appropriate</li> <li>• Uses an organizational strategy to present some reasons and evidence</li> <li>• Uses words and/or phrases to connect ideas</li> <li>• Uses a formal style fairly consistently for task, purpose, and audience</li> <li>• Provides a concluding statement or section that follows from the argument presented</li> </ul>
2	<p>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.</p> <ul style="list-style-type: none"> <li>• Attempts to establish a claim</li> <li>• Develops, sometimes unevenly, reasons and/or evidence to support opinion or claim</li> <li>• Makes little, if any, attempt to acknowledge or counter opposing claims</li> <li>• Attempts to use an organizational structure, which may be formulaic</li> <li>• Uses limited clear language and vocabulary to manage the topic</li> <li>• Uses few words or phrases to connect ideas</li> <li>• Uses formal style inconsistently or an informal style that does not fit task, purpose, or audience</li> <li>• Provides a weak concluding statement or section</li> </ul>
1	<p>The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.</p> <ul style="list-style-type: none"> <li>• May not introduce an opinion or claim, or the opinion or claim must be inferred</li> <li>• Has minimal support for opinion or claim</li> <li>• Makes no attempt to acknowledge or counter opposing claims</li> <li>• May be too brief to demonstrate an organizational structure, or no structure is evident</li> <li>• Uses vague, ambiguous, or repetitive language</li> <li>• Uses no words or phrases to connect ideas</li> <li>• Uses a very informal style that is not appropriate for task, purpose, or audience</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

Point Value	Description—Language Usage and Conventions
3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Uses clear and complete sentence structure, with appropriate range and variety</li> <li>• Uses verbs in passive and active voice, the conditional and subjunctive mood</li> <li>• Makes an attempt to attribute paraphrases and direct quotations to their sources via in text or parenthetical citations</li> <li>• Has no errors in usage and/or conventions that interfere with meaning*</li> </ul>
2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Uses complete sentences, with some variety</li> <li>• Uses verbs in passive and active voice</li> <li>• Attributes paraphrases and direct quotations inconsistently to their sources via in text or parenthetical citations</li> <li>• Has minor errors in usage and/or conventions with no significant effect on meaning*</li> </ul>
1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Uses incorrect verbs in passive and active voice</li> <li>• Makes little if any attempt to attribute paraphrases and direct quotations to their sources</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
0	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

Total Score: \_\_\_\_\_

7: 100/A	6: 88/B	5: 76/C	4: 64/F	3: 52/F	2: 40/F	1: 28/F
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