|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| BHS ARGUMENT-BASED WRITING RUBRIC | | | | | |
| Common Core Standards | **Needs Major Support (0)**  The student has not yet acquired basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support to make progress. | **Level 1: Emerging**  The student has basic reading, writing, and thinking skills for participating and producing grade-level work but needs explicit support to become and stay an active member of class. | **Level 2: Developing**  The student is developing the higher-order reading, writing, and thinking skills but needs support, demanding assignments, and clear feedback to be independent. | **Level 3: Proficient**  The student has developed the higher-order reading, writing, and thinking skills to transition to upper-level high school work. Still needs support to become college and career ready. | **Level 4: Exemplary/College and**  **Career Ready**  The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college or training courses. |
| **EVIDENCE AND REASONING: Takes Clear Position, Addresses Alternate View(s), Writes Valid Conclusion** | | | | | |
| **CLEAR POSITION**  W.11-12.1a.  Introduce precise, knowledgeable claim(s), establish significance of the claim(s),…  **ALTERNATE/OPPOSING VIEWS**  W.11-12.1a.  …distinguish the claim(s) from alternate or opposing claims…  **EVIDENCE**  W.11-12.1b.  Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of each, anticipating audience’s knowledge level, concerns, values, and possible biases.  **INTEGRATION of INFO**  W.11-12.8  Gather relevant info from multiple sources…integrate info selectively to maintain flow of ideas; avoid plagiarism and overreliance on any one source…  **CONCLUSION**  W.11-12.1e.  Provide a concluding statement or section that follows from and supports the argument presented. | Takes no clear position;  makes no identifiable claim; only writes generally on the  topic. | Takes a position; implies,  but does not state a  claim. | Takes a clear position that  is clear and present for  much of the text; may  contain contradictions or  off-topic points that  distract from argument. At least one claim is clearly stated. | Takes a clear position that  remains constant  throughout the text and is  supported by two or more  claims. | Takes a nuanced position that remains constant throughout and is supported by several clear and specific claims. |
| States or insists on purely personal position; develops no evidence of a balanced look at the issue; ignores or dismisses counterclaims. | May mention other  opposing claims but does  not develop them. | Seems to recognize that there is an alternate view, but grants it almost no attention or respect. May mention the alternate view but then immediately reject it without explaining why. | Acknowledges that there’s an alternate view and may provide some backing for that view, but doesn’t look at it analytically. Raises it only to discount it. | Shows some attempt to give respectful attention to, or wrestle with, an opposing view. May acknowledge the other view’s validity, while still arguing that the writer’s own view is stronger. |
| Does not support ideas with evidence from the text. Or, includes evidence but does not connect it to claims. | Includes information that may provide support of the claim(s) but is not always drawn from relevant sources or may not be the best evidence to use as support of claim(s). | Includes accurate information from at least two sources to support some claims; evidence is limited and may not be most relevant evidence. | Includes accurate information from at least three sources to support most or all claims. | Includes accurate and relevant information from at least three sources to develop and support claim(s) thoroughly. Most likely analyzes these sources for validity and bias. |
| Includes no direct quotations, or quotations seem unconnected to author’s claim(s). May make general references to the texts as a whole. | Includes at least one direct quotation. Quotation may not clearly enhance or support the author’s claim(s). Integration of info is choppy, not smoothly integrated. | Attempts to include direct quotations but does so clumsily, disrupting flow of ideas, creating choppy writing; may fail to use quotation marks consistently and/or include signal phrases and/or citations to acknowledge source of info. | Includes direct quotations that support the author’s claim(s); integrates info to maintain flow of ideas; avoids plagiarism, using signal phrases and/or citations to acknowledge source of info. | Includes direct quotations that enhance and support the author’s claim(s); integrates info selectively and smoothly, creating sophisticated flow of ideas; avoids plagiarism, using signal phrases and/or citations to acknowledge source. Avoids overreliance on any one source. |
| Provides no conclusion or provides conclusions that are completely disconnected from the body of the essay. | Provides a concluding statement or section that does not clearly connect to the original claim. | Provides a concluding statement or section that attempts to circle back to, extend, or reflect on the original claim, but does so weakly. | Provides a concluding statement or section that circles back to, extends, or reflects on the original claim. | Provides a concluding statement or section that circles back to and extends or reflects on the original claim **and** includes closing insight or implications. |
| **ORGANIZATION AND CLARITY: Uses Transitions for Cohesion; Structures Writing for Task, Purpose, Audience** | | | | | |
| Common Core Standards | **Needs Major Support (0)** | **Level 1: Emerging** | **Level 2: Developing** | **Level 3: Proficient** | **Level 4: Exemplary/College & Career**  **Ready** |
| **INTRODUCTION**  W.11-12.1a.  … logically sequence claim(s), counterclaims, reasons, and evidence.  **CLEAR & COHERENT/**  **TRANSITIONS**  W.11-12.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W.11-12.1c.  Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | Provides no introduction or framing of the issue. | Names the topic, provides some context, but no discussion of significance. | Identifies topic, provides contextual info that helps reader to understand why the issue matters. | Identifies topic, provides contextual info that builds readers’ understanding of the significance of issue and why the issue matters. | Identifies topic, provides ample contextual info that builds readers’ understanding of the significance of the issue, why the issue matters, why it is important at this moment, what the writer brings to it. |
| Does not write coherent prose using the structure of argument. | Presents argument as a collection of ideas or points linked using few or simple transitional words (and, also, then, etc.). | Presents argument as a sequence of points and evidence, linked using more explicit transitional words and phrases (because, finally, further, etc.). | Presents argument as a coherent and logically sequenced series of points and evidence, using a range of explicit transitional words and phrases that describe both immediate (thus, therefore, etc.) and longer-term connections (as mentioned earlier, etc.) within the text. | Presents argument as a coherent and logical sequence of points relating the major claims and counterclaims, linked with a wide range of sophisticated transitional words and phrases that describe both immediate (by contrast, on the other hand, etc.) and longer-term connections (in sum) throughout the text. |
| **LANGUAGE AND CONVENTIONS: Establishes and Maintains Formal Style and Objective Tone; Uses Conventions; Varies Sentence Structure for Effect** | | | | | |
| W.11-12.1d.  **FORMAL STYLE & OBJECTIVE TONE**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Writes as he/she might speak; language is informal and/or choppy, using incomplete sentences; the tone and framing are highly personal; uses vocabulary and structures of daily conversation. | Writes in a style appropriate for written communication; frames the argument largely from a personal point of view; little evidence of writing appropriate to the academic discipline. | Writes in a style appropriate for written communication; personal views dominate. Some evidence of structures of the academic discipline (e.g., discuss data, name sources, embed quotes, etc.) | Writes in a formal style, treats claims and counterclaims from text fairly with basic structures of academic discipline (e.g., discuss data, name sources, embed quotes, etc.). | Writes in a formal style and treats claims/counterclaims objectively and fairly; uses more sophisticated structures of the academic discipline (e.g., present data in tables, internal headings, subheadings where appropriate, fully cite sources, embed quotes, etc.). |
| **SENTENCES**  L.11-12.3a.  Vary syntax for effect… | Uses only simple sentence structures, with no concern for audience or purpose. | Uses a few different types of sentence structures, but only occasionally enhancing meaning; some awareness of audience and purpose. | Uses a variety of sentences, occasionally enhancing meaning, mostly aware of audience and purpose. | Uses a variety of sentence structures to enhance meaning, with an evident awareness of audience and purpose. | Uses a wide variety of sophisticated sentence structures to enhance meaning, with an apt awareness of audience and purpose. |
| **CONVENTIONS**  L.11-12.1-2  Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing. | Lack of basic English conventions makes positions, claims, or conclusions unclear. | Employs basic English conventions so that overall meaning is clear, with a pattern of errors that detract significantly from clarity. | Employs a range of English conventions so that broad meaning and finer points are clear, with a pattern of errors, some of which may detract from clarity. | Employs a wide range of English conventions so that broad meaning and finer points are clear, with only occasional errors that do not detract from clarity. | Employs a wide range of English conventions so that broad meaning and finer points are clear. Essentially error-free. |

Scoring Table:

This rubric adapted from rubrics from the following sources:

scale.stanford.edu

readingandwritingproject.com

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No Response | 0 |  | 1-14 points | 1 |  | 25-34 points | 3 |
|  |  |  | 15-24 points | 2 |  | 35-40 points | 4 |