

Student Version: Writing Rubric, 2013-2014

Writer's Name: _____ Evaluator's Name: _____
 Teacher's Name: _____ Period: _____ Date: _____

		Skill	<u>A</u>	<u>B</u>	<u>C</u>	<u>F</u>	Points
NLCP's Writing Rubric (student version)	The Argument: Organization, Analysis/Synthesis, and Continuity	INTRODUCTION A beginning which describes why the topic was chosen	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	None - or does not make sense (6-0)	/10
		THESIS/CLAIM The <u>B</u> : the statement of your argument; the essay's "main idea"	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	None - or does not make sense (6-0)	/10
		BACKGROUND INFORMATION Before the argument begins, appropriate and necessary information that provides context for the argument (e.g., historical, socioeconomic, geographical, statistical, etc.)	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	None - or does not make sense (6-0)	/10
		SUPPORTING IDEAS/REASONS Ideas/Reasons (<u>As</u>) that support thesis/claim (B)	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (13-0)	/20
		OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons (<u>Os</u>) that oppose thesis/claim (B)	Exceptional (10-9)	Effective (8)	Somewhat effective (7)	None - or does not make sense (6-0)	/10
		EVIDENCE for IDEAS/REASONS Evidence, including appropriate set-ups of evidence, that support Ideas/Reasons (<u>As</u> and <u>Os</u>)	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (13-0)	/20
		ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS Logical explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u>) and the thesis/claim (<u>B</u>)	Exceptional (20-18)	Effective (17-16)	Somewhat effective (15-14)	None - or does not make sense (13-0)	/20
Total Points							____/100

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