

Writing Rubric

2013-2014

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

		Skill	A	B	C	F	Points
CONTENT	The Argument: Organization, Analysis/Synthesis, and Continuity	INTRODUCTION A beginning which describes why the topic was chosen	An <i>exceptional</i> beginning which describes why the topic was chosen <i>Points Possible</i> (10-9)	An <i>effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (8)	A <i>somewhat effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (7)	<i>No or little</i> beginning which describes why the topic was chosen <i>Points Possible</i> (6-0)	/10
		THESIS/CLAIM The B : the statement of your argument; the essay's "main idea"	An <i>exceptional</i> thesis/claim (B) that responds to the Driving Question <i>Points Possible</i> (10-9)	An <i>effective</i> thesis/claim (B) that responds to the Driving Question <i>Points Possible</i> (8)	A <i>somewhat effective</i> thesis/claim (B) that <i>somewhat</i> responds to the Driving Question <i>Points Possible</i> (7)	<i>No</i> thesis/claim (B), one that <i>does not make sense</i> , or one that <i>does not respond to the Driving Question</i> <i>Points Possible</i> (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.)	<i>Exceptional</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (10-9)	<i>Effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (8)	<i>Somewhat effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (7)	<i>No or little</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (6-0)	/10
		SUPPORTING IDEAS/REASONS Ideas/Reasons (A s) that support thesis/claim (B)	<i>Exceptional</i> ideas/reasons (A s) that logically support the thesis/claim (B) <i>Points Possible</i> (20-18)	<i>Effective</i> ideas/reasons (A s) that logically support the thesis/claim (B) <i>Points Possible</i> (17-16)	Ideas/Reasons (A s) that <i>somewhat</i> support the thesis/claim (B) <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> ideas/reasons (A s) or ones that <i>do not support the thesis/claim</i> (B) <i>Points Possible</i> (13-0)	/20
		OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons (O s) that oppose thesis/claim (B)	<i>Exceptional</i> ideas or reasons (O s) that logically oppose the thesis/claim (B); <i>exceptional</i> rebuttal (R s) to those opposing ideas <i>Points Possible</i> (10-9)	<i>Effective</i> ideas/reasons (O s) that logically oppose the thesis/claim (B); <i>effective</i> rebuttal (R s) to those opposing ideas <i>Points Possible</i> (8)	Ideas/reasons (A s) that <i>somewhat</i> oppose the thesis/claim (B); <i>somewhat effective</i> rebuttal (R s) to those opposing ideas <i>Points Possible</i> (7)	Either <i>very few</i> or <i>no</i> opposing ideas/reasons (A s) or ideas/reasons <i>which do not oppose the thesis/claim</i> (B); <i>little</i> or <i>no</i> rebuttal (R s) to the opposing ideas (O s) <i>Points Possible</i> (6-0)	/10
		EVIDENCE for IDEAS/REASONS Evidence, including appropriate set-ups of evidence, that support Ideas/Reasons (A s and O s)	<i>Exceptional</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons (A s and O s) <i>Points Possible</i> (20-18)	<i>Effective</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons (A s and O s) <i>Points Possible</i> (17-16)	Evidence, including appropriate set-ups of evidence, that <i>somewhat</i> support ideas/reasons (A s and O s) <i>Points Possible</i> (15-14)	Either <i>little</i> or <i>no</i> evidence, including appropriate set-ups of evidence, that support ideas/reasons (A s and O s) <i>Points Possible</i> (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 (A s) and the thesis/claim (B)	<i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons (A s and O s) and the thesis/claim (B) <i>Points Possible</i> (20-18)	<i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (A s and O s) and the thesis/claim (B) <i>Points Possible</i> (17-16)	<i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (A s and O s) and the thesis/claim (B) <i>Points Possible</i> (15-14)	<i>Ineffective</i> or <i>no</i> explanation of evidence to the supporting or opposing ideas/reasons (A s and O s) and the thesis/claim (B) <i>Points Possible</i> (13-0)	/20
Total Points							/100