

Opinion Writing Rubric Grades 3-5

Student Name: _____

Criteria for Argumentative Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Claims and Support				
Claim: The writer introduces the topic or text they are writing about (clearly and states an opinion) (W.3(4-5).1a)	<input type="checkbox"/> Compelling opinion	<input type="checkbox"/> Credible opinion	<input type="checkbox"/> Weak opinion	<input type="checkbox"/> No opinion
Evidence: The writer supports a point of view with facts, details, and information (W.4-5.1b)	<input type="checkbox"/> Ample evidence	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Unclear evidence	<input type="checkbox"/> No evidence
Reasoning: The writer provides (logically ordered) reasons that support the opinion (W.3-4(5).1b)	<input type="checkbox"/> Convincing reasoning	<input type="checkbox"/> Well-developed reasoning	<input type="checkbox"/> Inconsistent reasoning	<input type="checkbox"/> Invalid reasoning
Coherence and Organization				
Organization: The writer creates an organizational structure that lists reasons (in which related ideas are (logically) grouped to support the writer's purpose) (W.3(4)(5).1a)	<input type="checkbox"/> Offers purposeful logical organization supporting opinion	<input type="checkbox"/> Offers sufficient logical organization supporting opinion	<input type="checkbox"/> Inconsistent logical organization supporting opinion	<input type="checkbox"/> Little or no logical organization supporting opinion
Transitions: The writer uses linking words, phrases, (and clauses) to connect (link) opinion and reasons (W.3(4)(5).1c)	<input type="checkbox"/> Outstanding linkage	<input type="checkbox"/> Sufficient linkage	<input type="checkbox"/> Occasional linkage	<input type="checkbox"/> Little or no linkage
Conclusion: The writer provides a concluding statement or section (related to the opinion presented) (W.3(4-5).1d)	<input type="checkbox"/> Compelling conclusion	<input type="checkbox"/> Well-developed conclusion	<input type="checkbox"/> Underdeveloped or ineffective conclusion	<input type="checkbox"/> No recognizable conclusion
Clarity and Conventions				
Clarity: The writer produces clear and coherent writing in which the style is appropriate to task, purpose, (and audience). (W.3(4-5).4)	<input type="checkbox"/> Illuminating focus on task, purpose, and audience	<input type="checkbox"/> Clear focus on task, purpose, and audience	<input type="checkbox"/> Some focus on task, purpose, or audience	<input type="checkbox"/> No discernible focus on task, purpose, or audience
Grammar: The writer demonstrates command of the conventions of standard English grammar and usage. (L.3-5.1)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Mechanics: The writer demonstrate scommand of the conventions of capitalization, punctuation, and spelling. (L.3-5.2)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Sources: The writer gathers relevant information from print and digital sources and provide a list of sources. (W.3-5.8)	<input type="checkbox"/> Ample listed sources	<input type="checkbox"/> Several listed sources	<input type="checkbox"/> Some listed sources	<input type="checkbox"/> No listed sources

Argumentative Writing Rubric Grades 6-8

Student Name: _____

Criteria for Argumentative Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Claims and Support				
Claims: The writer introduces claim(s), (acknowledge (and distinguish the claim(s)) from alternate or opposing claims) (W.6(7)(8)-8.1a)	<input type="checkbox"/> Compelling claim	<input type="checkbox"/> Credible claim	<input type="checkbox"/> Weak claim	<input type="checkbox"/> No claim
Evidence: The writer support claim(s) with relevant evidence, using (accurate) credible sources and demonstrating an understanding of the topic or text (W.6(7-8).1b)	<input type="checkbox"/> Ample evidence	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Unclear evidence	<input type="checkbox"/> No evidence
Reasoning: The writers support claim(s) with clear (logical) reasons (W.6(7-8).1b)	<input type="checkbox"/> Convincing reasoning	<input type="checkbox"/> Well-developed reasoning	<input type="checkbox"/> Inconsistent reasoning	<input type="checkbox"/> Invalid reasoning
Coherence and Organization				
Organization: The writer organizes the reasons and evidence clearly (logically) [into paragraphs] (W.6(7-8).1a)	<input type="checkbox"/> Offers purposeful logical organization	<input type="checkbox"/> Offers sufficient logical organization	<input type="checkbox"/> Inconsistent logical organization	<input type="checkbox"/> Little or no logical organization
Transitions: The writer uses words, phrases, and clauses to (create cohesion and) clarify the relationships among claim(s), (opposing claims), reasons, (and evidence) (W.6(7)(8).1c)	<input type="checkbox"/> Outstanding sense of cohesion and clarity	<input type="checkbox"/> Sufficient cohesion and clarity	<input type="checkbox"/> Occasional cohesion and clarity	<input type="checkbox"/> Little or no cohesion or clarity
Conclusions: The writer provides a concluding statement or section that follows from (and supports) the argument presented (W.6(7-8).1e)	<input type="checkbox"/> Compelling conclusion	<input type="checkbox"/> Well-developed conclusion	<input type="checkbox"/> Underdeveloped or ineffective conclusion	<input type="checkbox"/> No recognizable conclusion
Clarity and Conventions				
Clarity: The writer produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.6-8.4)	<input type="checkbox"/> Illuminating focus on task, purpose, and audience	<input type="checkbox"/> Clear focus on task, purpose, and audience	<input type="checkbox"/> Some focus on task, purpose, or audience	<input type="checkbox"/> No discernible focus on task, purpose, or audience
Tone: The writer establishes and maintains a formal style [and employs academic vocabulary] (W.6-8.1.d)	<input type="checkbox"/> Consistent use of formal style and academic vocabulary	<input type="checkbox"/> Sufficient use of formal style and academic vocabulary	<input type="checkbox"/> Inconsistent use of formal style and academic vocabulary	<input type="checkbox"/> Lacks formal style and academic vocabulary
Grammar: The writer demonstrates command of the conventions of standard English grammar and usage (L.6-8.1)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Mechanics: The writer demonstrates command of the conventions of capitalization, punctuation, and spelling (L.6-8.2)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Sources: The writer uses multiple sources, avoids plagiarism, and follows a standard format for citation (W.6-8.8)	<input type="checkbox"/> Ample properly cited sources	<input type="checkbox"/> Several properly cited sources	<input type="checkbox"/> Some sources, improperly cited	<input type="checkbox"/> Plagiarism of sources

Argumentative Writing Rubric Grades 9-10

Student Name: _____

Criteria for Argumentative Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Claims and Support				
Claim: The writer introduces precise claim(s) and distinguishes it from opposing claims (W.9-10.1a)	<input type="checkbox"/> Compelling claim	<input type="checkbox"/> Credible claim	<input type="checkbox"/> Weak claim	<input type="checkbox"/> No claim
Evidence: The writer develops claim(s) & opposing claims, supplying evidence while pointing out the strengths and limitations of both (W.9-10.1b)	<input type="checkbox"/> Ample evidence	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Unclear evidence	<input type="checkbox"/> No evidence
Reasoning: The writer uses valid reasoning that explains how the evidence supports the claim (W.9-10.1)	<input type="checkbox"/> Convincing reasoning	<input type="checkbox"/> Well-developed reasoning	<input type="checkbox"/> Inconsistent reasoning	<input type="checkbox"/> Invalid reasoning
Coherence and Organization				
Organization: The writer creates an organization that establishes clear relationships among claim(s), opposing claims, reasons & evidence (W.9-10.1a)	<input type="checkbox"/> Offers purposeful logical organization	<input type="checkbox"/> Offers sufficient logical organization	<input type="checkbox"/> Inconsistent logical organization	<input type="checkbox"/> Little or no logical organization
Transitions: The writer use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claim(s), opposing claims, reasons and evidence (W.9-10.1c)	<input type="checkbox"/> Outstanding transitions	<input type="checkbox"/> Sufficient transitions	<input type="checkbox"/> Occasional transitions	<input type="checkbox"/> Little or no transitions
Conclusion: The writer provides a conclusion that follows from and supports the argument presented (W.9-10.1e)	<input type="checkbox"/> Compelling conclusion	<input type="checkbox"/> Well-developed conclusion	<input type="checkbox"/> Underdeveloped or ineffective conclusion	<input type="checkbox"/> No recognizable conclusion
Clarity and Conventions				
Clarity: The writer produces clear and coherent writing in which the style is appropriate to task, purpose, and audience (W.9-10.4)	<input type="checkbox"/> Illuminating focus on task, purpose, and audience	<input type="checkbox"/> Clear focus on task, purpose, and audience	<input type="checkbox"/> Some focus on task, purpose, or audience	<input type="checkbox"/> No discernible focus on task, purpose, or audience
Tone: The writer establishes and maintains a formal style and objective tone while attending to the norms, conventions, [and academic vocabulary] of the discipline in which they are writing (W.9-10.1d)	<input type="checkbox"/> Consistent formal style, academic vocabulary, and conventions	<input type="checkbox"/> Sufficient formal style, academic vocabulary, and conventions	<input type="checkbox"/> Inconsistent formal style, academic vocabulary, and conventions	<input type="checkbox"/> Lacks formal style, academic vocabulary, and conventions
Grammar: The writer demonstrates command of the conventions of standard English grammar and usage (L.9-10.1)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Mechanics: The writer demonstrates command of the conventions of capitalization, punctuation, and spelling (L.9-10.2)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Sources: The writer uses multiple sources, avoids plagiarism, and follows a standard format for citation (W.9-10.8)	<input type="checkbox"/> Ample properly cited sources	<input type="checkbox"/> Several properly cited sources	<input type="checkbox"/> Some sources, improperly cited	<input type="checkbox"/> Plagiarism of sources

Argumentative Writing Rubric Grades 11-12

Student Name: _____

Criteria for Argumentative Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Claims and Support				
Claim: The writer introduces precise, knowledgeable claim(s), establishes the significance of the claim, and distinguishes it from opposing claims (W.11-12.1a)	<input type="checkbox"/> Compelling claim	<input type="checkbox"/> Credible claim	<input type="checkbox"/> Weak claim	<input type="checkbox"/> No claim
Evidence: The writer develops claim(s) & opposing claims thoroughly, supplying relevant evidence while pointing out the strengths and limitations of both (W.11-12.1b)	<input type="checkbox"/> Ample evidence	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Unclear evidence	<input type="checkbox"/> No evidence
Reasoning: The writer uses valid reasoning that explains how the evidence supports the claim (W.11-12.1)	<input type="checkbox"/> Convincing reasoning	<input type="checkbox"/> Well-developed reasoning	<input type="checkbox"/> Inconsistent reasoning	<input type="checkbox"/> Invalid reasoning
Coherence and Organization				
Organization: The writer creates an organization [through paragraphs] that logically sequences claim(s), opposing claims, reasons & evidence (W.11-12.1a)	<input type="checkbox"/> Offers purposeful logical organization	<input type="checkbox"/> Offers sufficient logical organization	<input type="checkbox"/> Inconsistent logical organization	<input type="checkbox"/> Little or no logical organization
Transitions: The writer use words, phrases, and clauses, as well as varied syntax, to link the major sections of the text, create cohesion, and clarify the relationships among claim(s), opposing claims, reasons and evidence (W.11-12.1c)	<input type="checkbox"/> Outstanding transitions	<input type="checkbox"/> Sufficient transitions	<input type="checkbox"/> Occasional transitions	<input type="checkbox"/> Little or no transitions
Conclusion: The writer provides a conclusion that follows from and supports the argument presented (W.11-12.1e)	<input type="checkbox"/> Compelling conclusion	<input type="checkbox"/> Well-developed conclusion	<input type="checkbox"/> Underdeveloped or ineffective conclusion	<input type="checkbox"/> No recognizable conclusion
Clarity and Conventions				
Clarity: The writer produces clear and coherent writing in which the style is appropriate to task, purpose, and audience (W.11-12.4)	<input type="checkbox"/> Illuminating focus on task, purpose, and audience	<input type="checkbox"/> Clear focus on task, purpose, and audience	<input type="checkbox"/> Some focus on task, purpose, or audience	<input type="checkbox"/> No discernible focus on task, purpose, or audience
Tone: The writer establishes and maintains a formal style and objective tone while attending to the norms, conventions, [and academic vocabulary] of the discipline in which they are writing (W.11-12.1d)	<input type="checkbox"/> Consistent formal style, academic vocabulary, and conventions	<input type="checkbox"/> Sufficient formal style, academic vocabulary, and conventions	<input type="checkbox"/> Inconsistent formal style, academic vocabulary, and conventions	<input type="checkbox"/> Lacks formal style, academic vocabulary, and conventions
Grammar: The writer demonstrates command of the conventions of standard English grammar and usage (L.11-12.1)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Mechanics: The writer demonstrates command of the conventions of capitalization, punctuation, and spelling (L.11-12.2)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Sources: The writer uses multiple sources, avoids plagiarism, and follows a standard format for citation (W.11-12.8)	<input type="checkbox"/> Ample properly cited sources	<input type="checkbox"/> Several properly cited sources	<input type="checkbox"/> Some sources, improperly cited	<input type="checkbox"/> Plagiarism of sources