

UNIT THREE

RUBRIC



STUDENT NAME _____ SUBJECT _____

Writing 9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	4 - Advanced	3 – Competent	2 – Limited	1 - Emerging
Claims & Counterclaims	Writing has a clear and logical claim and compelling counterclaim about a complex topic that is rooted in text. The concluding statement ties together all pieces of the claim, counterclaim, evidence and reasoning so the reader is left in agreement with the author's stance and fully understands the purpose.	Writing has a clear claim that is distinguishable from its counterclaim. Topic chosen to argue has opportunity to take a clear claim and counterclaim stance and is rooted in text. The concluding statement links all pieces of the argument together and leaves the reader with a clear understanding of the author's argument and purpose.	Writing presents a claim and mentions a counterclaim in passing. The chosen topic has opportunity for claim and counterclaim to be present. The concluding statement links some pieces of the argument together, but is not completely clear in how all pieces link together.	Unclear claim and counterclaim. The essay does not reference how either are related to the argument and writer just describes the argument generally. There is no statement to link all the pieces together.
End of Unit Task Date:				
Reasoning & Evidence	Claim and counterclaim are both stated fairly with evidence and reasoning that points out several strengths and limitations for both sides. There is a clear relationship between claims, counterclaims and all pieces of evidence and reasoning. Selected evidence and reasoning is appropriate, from a trustworthy source, and relevant to the writer's argument.	Claim and counterclaim are both stated fairly with evidence and reasoning that points out a strength and limitation for both sides. There is a clear relationship between claims, counterclaims and most pieces of evidence and reasoning. Selected evidence and reasoning is appropriate to the writer's argument.	There is a slight bias toward the claim over the counterclaim and evidence/reasoning only points to a specific strength or limitation. There is a loose relationship between claims, counterclaims and most pieces of evidence and reasoning. Some selected evidence and reasoning is appropriate to the writer's argument.	No evidence presented for claim and/or counterclaim or evidence/reasoning is not at all related to claim/counterclaim.
End of Unit Task Date:				
Style & Tone	Student uses many transitions and sentence structures that create cohesion among claims, counterclaims, evidence and reasoning. There is a formal style and objective tone used throughout the writing	Student uses some transitions and sentence structures that create cohesion among claims, counterclaims, evidence and reasoning. There is a formal style and objective tone used throughout the writing	Student attempts to use transitions and sentence structures that create cohesion among claims, counterclaims, evidence and reasoning. There is some evidence of a formal style and objective tone	Student uses few/no transitions and sentences to show cohesion. Formal style and/or objective tone are not present in writing
End of Unit Task Date:				

INSTRUCTIONAL NEXT STEPS: