

FIGURE 8.1 Rubric Design

High School Argumentative Writing Rubric ← **Title each rubric**

Criteria	Beginning 1	Developing 2	Proficient 3	Mastery 4
Clear Claim With Reasons	Claim(s) is unclear. No clear reasons are given.	Claim(s) is clear, but the reasons are unclear, absent, or incomplete.	Claim(s) and reasons are clearly stated.	Claim(s) is clearly stated and the reasons are strong.
Evidence	The central claim is not supported. No evidence provided. List criteria in left-hand column.	Attempts to support the central claim and reasons with facts, but the information is unclear, inaccurate, or lacks citations.	Supports the central claim and reasons with facts, necessary details, and citations. Decide on a grading scale.	Supports the central claim and reasons with strong facts, thorough details, and accurate citations.
Explanation/Analysis	Contains little to no explanation or analysis of the information presented.	Attempts to explain and analyze the information, but the explanation is unclear or inaccurate.	Clearly explains and analyzes most of the information presented.	Clearly, concisely, and thoroughly explains and analyzes the information presented.
Conclusion	An abrupt or absent ending. No concluding statement.	Ends with a concluding statement that does not clearly relate to the central claim.	Ends with a concluding statement about the central claim.	Ends with a strong or compelling concluding statement that clearly relates to the central claim.
Organization and Transitions	Little to no attempt at organization.	Attempts to organize ideas, but transitional language is needed.	Organizes ideas in a logical way. Transitional language used.	Strong organization and transitional language used skillfully throughout.
Mechanics (Spelling and Grammar)	Distracting mechanical errors throughout. Keep descriptions simple and in language students can easily understand.	Mechanical errors distract at times.	A few errors present, but they do not distract.	Mechanics reflect careful editing.