

Position Paper Argument Rubric

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument.	W.2 R.1-9	<ul style="list-style-type: none"> <li>—clearly introduce the text and the claim in a manner that is compelling and follows logically from the task and purpose</li> <li>—claim and reasons demonstrate insightful analysis of the text(s)</li> <li>—acknowledges counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>—clearly introduce the text and the claim in a manner that follows from the task and purpose</li> <li>—claim and reasons demonstrate grade-appropriate analysis of the text(s)</li> <li>—acknowledges counterclaim(s) appropriately and clearly</li> </ul>	<ul style="list-style-type: none"> <li>—introduce the text and the claim in a manner that follows generally from the task and purpose</li> <li>—claim and reasons demonstrate a literal comprehension of the text(s)</li> <li>—acknowledges counterclaim(s) awkwardly</li> </ul>	<ul style="list-style-type: none"> <li>—introduce the text and the claim in a manner that does not logically follow from the task and purpose</li> <li>—claim and reasons demonstrate little understanding of the text(s)</li> <li>—does not acknowledge counterclaim(s)</li> </ul>	<ul style="list-style-type: none"> <li>—claim and reasons demonstrate a lack of comprehension of the text(s) or task</li> </ul>
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	<ul style="list-style-type: none"> <li>—develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of varied, relevant evidence</li> <li>—skillfully and logically explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of relevant evidence, with some lack of variety</li> <li>—logically explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>—use relevant evidence inconsistently</li> <li>—sometimes logically explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant</li> <li>—attempt to explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> <li>—does not explain how evidence supports ideas</li> </ul>



<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3. L.6</p>	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>—provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole</p> <p>—establish and maintain a formal style using precise language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows from the claim and reasons presented</p>	<p>—exhibit some attempt at organization, with inconsistent use of transitions</p> <p>—establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows generally the claim and reasons presented</p>	<p>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>—lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</p> <p>—provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>—exhibit no evidence of organization</p> <p>—use language that is predominantly incoherent or copied directly from the text(s)</p> <p>—do not provide a concluding statement or section</p>
<p>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>	<p>—demonstrate grade-appropriate command of conventions, with few errors</p>	<p>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</p>	<p>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</p>	<p>—are minimal, making assessment of conventions unreliable</p>