

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"> —clearly introduce the text and the claim in a manner that is compelling and follows logically from the task and purpose —claim and reasons demonstrate insightful analysis of the text(s) —acknowledges counterclaim(s) skillfully and smoothly | <ul style="list-style-type: none"> —clearly introduce the text and the claim in a manner that follows from the task and purpose —claim and reasons demonstrate grade-appropriate analysis of the text(s) —acknowledges counterclaim(s) appropriately and clearly | <ul style="list-style-type: none"> —introduce the text and the claim in a manner that follows generally from the task and purpose —claim and reasons demonstrate a literal comprehension of the text(s) —acknowledges counterclaim(s) awkwardly | <ul style="list-style-type: none"> —introduce the text and the claim in a manner that does not logically follow from the task and purpose —claim and reasons demonstrate little understanding of the text(s) —does not acknowledge counterclaim(s) | <ul style="list-style-type: none"> —claim and reasons demonstrate a lack of comprehension of the text(s) or task |
| 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"> —develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence —skillfully and logically explain how evidence supports ideas | <ul style="list-style-type: none"> —develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety —logically explain how evidence supports ideas | <ul style="list-style-type: none"> —partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently —sometimes logically explain how evidence supports ideas | <ul style="list-style-type: none"> —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant —attempt to explain how evidence supports ideas | <ul style="list-style-type: none"> —provide no evidence or provide evidence that is completely irrelevant —does not explain how evidence supports ideas |



| | | | | | | |
|--|-----------------------------|---|---|---|--|--|
| <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> |