

# Argumentative Writing Grading Rubric

Student Name: \_\_\_\_\_ Period: \_\_\_\_\_ Final Score: \_\_\_\_\_/24

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Does Not Meet Expectations</b>
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	4	3	2	1
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	4	3	2	1
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	4	3	2	1
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	4	3	2	1
e. Provide a concluding statement or section that follows from or supports the argument presented.	4	3	2	1
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	4	3	2	1

Source: 2011 Utah ELA Core Academy