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| http://images.clipartpanda.com/history-clip-art-McLd8jnca.gif **HUMANITIES ARGUMENTATIVE WRITING RUBRIC (Grades 6-12)** | | | | | | | | |
| **Organization and Purpose**  **The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and uwithin paragraphs. The response is consistently and purposefully focused.** | | | | | | | | |
| 5 | | 4 | | 3 | | 2 | NS | |
| * Responds effectively to all parts of the writing task * Includes effective introduction with claim, body paragraphs, and conclusion * Persuasive, Clear and valid claim includes argument about the topic and roadmap of supporting reasons * Focus is maintained throughout the entire essay * Logical progression of ideas guides reader through argument * Body paragraphs have clear topic sentences that support claim * Smooth transitions connect paragraphs and ideas | | * Responds to all parts of the writing task * Includes adequate introduction with claim, body paragraphs, and conclusion * Clear and valid **claim** includes argument about the topic and roadmap of supporting reasons * Focus is mostly maintained throughout the essay * Adequate progression of ideas guides reader through argument * Body paragraphs **have topic sentences** that support claim * Adequate transitions connect paragraphs and ideas | | * Responds to most parts of the writing task, but a key component may be missing * Includes body paragraph(s); introduction or conclusion may be weak or missing * Claim includes argument somewhat related to topic and/or a roadmap of supporting reasons * Focus may drift or steer off course throughout the essay * Inconsistent or unclear progression of ideas leaves reader confused * Body paragraphs lack clear topic sentences * Transitions within and between paragraphs may be disjointed or missing | | * Responds loosely to the writing task but it is unclear that writer understood the task * Paragraphing is absent or randomly applied * Claim is off-topic or missing * Essay lacks focus * Ideas are randomly presented with frequent extraneous ideas * Body paragraph topic sentences are missing * Transitions within and between paragraphs may be disjointed or missing | * Insufficient (includes copied text) * Off-topic * Off-purpose | |
| **Evidence and Elaboration**  ***The response provides thorough and convincing elaboration of the support/evidence for the claim, including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas. The response demonstrates effective style and use of precise language.*** | | | | | | | | |
| 5 | 4 | | | 3 | | 2 | | NS |
| * Significant, concrete, relevant evidence is purposefully incorporated to support the claim * References to source material are clear and appropriately integrated * Effectively uses varied elaborative techniques to support the claim * Precise and varied language that is appropriate for the audience and purpose * Effective, appropriate style enhances content | * Relevant evidence is adequately incorporated to support the claim * References to source material are mostly clear and appropriately integrated * Adequately uses some **elaborative techniques to support the claim** * Some language may be wordy or vague but is appropriate for the audience and purpose * Maintains generally appropriate style | | | * Evidence is present but is too thin, irrelevant, or misplaced to support the claim * References to source material are weak, general, or poorly integrated * Uses weak elaborative techniques; may consist of source summary or emotional appeal * Language and word choice makes ideas hard to understand * Does not consistently maintain appropriate style. | | * Evidence is missing; little, if any, source material is used to support the claim * Citations or references to source material are missing * Uses minimal or no elaborative techniques; emotional appeal may dominate * Uses inappropriate style | | * Poor word choice and/or sentence structure makes ideas hard to understand |
| **Conventions:**  ***The response demonstrates an adequate command of conventions.*** | | | | | | | | |
| 5 | | | 3 | | NS | | | |
| * Practically free of errors in mechanics, grammar, spelling | | | * Several errors in mechanics, grammar, spelling | | * The response demonstrates little or no command of conventions | | | |
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