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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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| 4 | 3 | 2 | 1 | NS |
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| **Conventions:**  ***The response demonstrates an adequate command of conventions.***  |
| 2 | 1 | NS |
| * Practically free of errors in mechanics, grammar, spelling
 | * Several errors in mechanics, grammar, spelling
 | * The response demonstrates little or no command of conventions
 |