

ARGUMENTATIVE WRITING RUBRIC

CCSS Writing Standard grades 4-5: Write opinion pieces on topics or text, supporting a point of view with reasons and information.

CCSS Writing Standard grades 6-8: Write arguments to support claims with clear reasons and relevant evidence.

	Emerging (1)	Developing (2)	Proficient (3)	Exemplary (4)
Argumentation	The writing presents only a vague or confusing claim.	The writing presents a clear and relatively precise claim but provides little or no evidence or reasoning to support it.	The writing presents a clear claim and provides evidence to support it, but perhaps no clear articulation of the reasoning relating the evidence to the claim.	The writing presents a clear claim, provides evidence to support it, and makes clear the reasoning relating the evidence to the claim.
Evidence	No evidence is presented.	Some appropriate evidence is presented.	Sufficient and compelling evidence is presented.	Sufficient and compelling evidence is presented, and evidence that counters alternative claims is included.
Organization	Claim, support, conclusion, and structure are absent.	The evidence presented is not linked to the claim; the conclusion simply restates the claim.	The claim, evidence, and reasoning linking them are presented in a logical order, with a conclusion reiterating the reasoning.	The claim, evidence, and reasoning linking them are presented in logical order, and the conclusion effectively strengthens the claim by displaying the relationship.
Language	Academic language forms (including focus words) are used incorrectly, or not at all.	Academic language forms (including focus words) are attempted, but they are sporadic and mostly not correct.	Academic language forms (including focus words) are used frequently and mostly correctly, but not consistently.	Academic language forms (including focus words) are used correctly and consistently, except for cases where conversational language is used for specific effects.

DISCUSSION RUBRIC

	Externalize Thinking	Use Evidence from Text	Use the Ideas of Others	Use Academic Language	Include Others
Highly Effective Discussion	Students explain their thinking and/or support for their views without being prompted by their teacher.	Students explain how or why specific evidence from the text supports their ideas without prompting.	Students respectfully talk about each other's thinking by attributing the ideas of others and questioning, building on, or rebutting those ideas.	Students spontaneously and routinely use academic words and phrases.	Most students listen to each other and encourage contributions from others.
Effective Discussion	Students explain their thinking and/or support for their views when prompted by the teacher.	Students explain how or why specific evidence from a text supports their ideas/ views when prompted by the teacher.	Students respectfully talk about each other's thinking by commenting on or questioning others' ideas.	Students occasionally use academic words and phrases, or rely on prepared frames, starters, or word walls.	Many students participate in the discussion.
Developing Discussion	Students use a single sentence in response to questions without explaining or elaborating on their ideas.	Students refer to the text to support their ideas but do not use a specific detail for evidence.	Students mostly take turns stating their own ideas.	Students use informal and imprecise language.	A few students dominate the discussion.
Ineffective Discussion	Students use a single word or phrase in response to questions.	Students say what they think without using evidence from the text.	N/A	N/A	N/A

DEBATE RUBRIC

	<input type="checkbox"/> Claim	 Reasoning	<input type="radio"/> Evidence	Discussion Engagement
A Highly Effective Argument	Student makes a compelling argument that strongly supports a claim, selects relevant evidence that supports that claim, and explains the connection between the evidence and the claim. A student's argument anticipates potential rebuttal(s). Student spontaneously uses academic words and phrases in the argument.			Student spontaneously explains his/her thinking, accurately attributes the ideas of others, and questions, builds on, or rebuts those ideas.
An Effective Argument	Student makes an argument that supports a claim using clear reasoning and relevant evidence. Student uses academic words and phrases in the argument.			Student anticipates what others need to know to understand his/her ideas, and questions or challenges the ideas of others.
A Developing Argument	Student makes an argument that is not well developed with relevant evidence and reasoning to back up the claim. Student refers to the text to support ideas with prompting by the teacher or other students. Student uses academic words or phrases by relying on prepared sentence starters, sentence frames, or word walls.			Student discusses only his/her own ideas, with some effort to clarify meaning.
An Ineffective Argument	Student states an opinion without reasoning or evidence. Student uses informal and imprecise language.			Student discusses only his/her own ideas, with little effort to clarify meaning.