

11th Grade ELA Argument Rubric for Short Response (Fully Developed Paragraph)

Score	Characteristics
5	<p>The EXCEPTIONAL response:</p> <ul style="list-style-type: none"> • FOCUS-Insightfully addresses topic and introduces an artful, precise, and knowledgeable claim in a sophisticated thesis. • ORGANIZATION-Has a logical organizational pattern and conveys a sense of wholeness and completeness and which develop the argument most logically; provides artful transitions, connecting ideas in a masterful sequence. • EVIDENCE AND ELABORATION-Accurately uses the most precise evidence (through direct quotation, paraphrase, or summary); artfully uses persuasive and valid reasoning to support assertions. • LANGUAGE/STYLE/CONVENTIONS-Uses sophisticated language and apt word choices for intended audience and purpose; presents an engaging, formal, and objective tone; includes sentences that are varied in length and structure; demonstrates artful command of conventions (employs conventions rhetorically).
4	<p>The SKILLED response:</p> <ul style="list-style-type: none"> • FOCUS-Competently addresses topic and introduces a precise and knowledgeable claim in a clear thesis. • ORGANIZATION-Includes a logical progression of ideas; provides cohesion through linking words, phrases, and clauses. • EVIDENCE AND ELABORATION- Includes sufficient and relevant evidence to support claim; uses persuasive and valid reasoning to support assertions. • LANGUAGE/STYLE/CONVENTIONS-Skillfully uses academic and domain-specific vocabulary appropriate for the audience and purpose; presents a formal, objective tone; skillfully crafts varied sentence structures; demonstrates strong command of conventions.
3	<p>The BASIC response:</p> <ul style="list-style-type: none"> • FOCUS-Superficially addresses topic and introduces a clear claim. • ORGANIZATION-Includes an adequate progression of ideas; creates some cohesion through basic linking words and phrases. • EVIDENCE AND ELABORATION- Provides limited and/or superficial evidence to support claim; uses some valid and accurate reasoning to support assertions. • LANGUAGE/STYLE/CONVENTIONS-Adequately uses academic and domain-specific vocabulary appropriate for the audience and purpose; attempts to use a formal, objective tone; demonstrates adequate syntactic variety; may convey minor errors in conventions, although errors do not cause confusion for the reader.
2	<p>The DEVELOPING response:</p> <ul style="list-style-type: none"> • FOCUS-Partially addresses topic; introduces a flawed or partial claim. • ORGANIZATION-Exhibits uneven progression of ideas; limited cohesion. • EVIDENCE AND ELABORATION- Provides minimal or irrelevant evidence to support claim; uses limited, simplistic, or flawed reasoning to support assertions. • LANGUAGE/STYLE/CONVENTIONS-Limited use of academic, domain-specific language; illustrates a limited awareness of formal tone; uses limited and/or repetitive sentence structure; errors in conventions cause some confusion for the reader.
1	<p>The INADEQUATE response:</p> <ul style="list-style-type: none"> • FOCUS-Fails to address topic and to introduce a relevant claim. • ORGANIZATION-Demonstrates little or no discernible organization of ideas; no evidence of cohesion. • EVIDENCE AND ELABORATION-Provides inaccurate evidence or evidence is lacking; does not demonstrate logical reasoning. • LANGUAGE/STYLE/CONVENTIONS-Uses imprecise language/vocabulary; fails to demonstrate command of tone; lacks mastery of sentence structure; contains serious and pervasive errors in conventions.