# Argumentative Essay
## Writing Rubric Criteria (Grades 6-11)

<table>
<thead>
<tr>
<th>Statement of Purpose/ Focus and Organization</th>
<th>Evidence/Elaboration</th>
<th>Editing/Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weight:</strong> 40%</td>
<td><strong>Weight:</strong> 40%</td>
<td><strong>Weight:</strong> 20%</td>
</tr>
</tbody>
</table>

The response is fully sustained and consistently and purposefully focused:
- claim is clearly stated, focused, and strongly maintained
- claim is introduced and communicated appropriately for the purpose, audience, and task
- alternate or opposing claims are clearly addressed (grades 7-11)

The response has a clear and effective organizational structure creating unity and completeness:
- a variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas
- progression of ideas from beginning to end is logical
- introduction and conclusion are effective for audience and purpose
- appropriate sentence structure variety produces strong connections among ideas

The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:
- claims are supported with relevant evidence from credible sources and clear reasoning
- use of evidence from sources is smoothly integrated, cited, comprehensive, and concrete
- a variety of effective elaborative techniques is used

The response demonstrates strategic use of language to produce clear communication:
- precise language clearly and effectively expresses ideas
- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose

The response displays a adequate command of all grade level and preceding level conventions of writing:
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed
- use of punctuation, capitalization, and spelling is adequate

**References and Citations**
When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).