## Argumentation Text-Based Writing Rubric

**History/Social Studies, Science, & Technical Subjects**  
**Grades 11–12**

<table>
<thead>
<tr>
<th>Reading/Response</th>
<th>Score of 4</th>
<th>Score of 3</th>
<th>Score of 2</th>
<th>Score of 1</th>
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</table>
| **Language/Convention** | The writing –  
  makes effective use of available resources  
  skillfully/effectively supports a credible claim with relevant and sufficient facts and details from resources with accuracy  
  uses credible sources* | The writing –  
  makes adequate use of available resources  
  supports a credible claim with relevant and sufficient facts and details from resources with accuracy  
  uses credible sources* | The writing –  
  makes limited use of available resources  
  inconsistently supports a credible claim with relevant and sufficient facts and details from resources with accuracy  
  inconsistently uses credible sources* | The writing –  
  makes inadequate use of available resources  
  fails to support a claim with relevant and sufficient facts and details from resources with accuracy  
  attempts to use credible sources* |
| **Organization** | 2 x ___ = ___ | 3 x ___ = ___ | 2 x ___ = ___ | 1 x ___ = ___ |
| The writing –  
  effectively introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s)  
  skillfully creates an organization that logically sequences claims, counterclaims, reasons, and evidence  
  skillfully uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and evidence  
  provides an effective concluding statement or section that follows from and skillfully supports the argument presented  
  uses technology, including the internet, to produce, publish, and update individual or shared writing products* | The writing –  
  introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s)  
  creates an organization that logically sequences claims, counterclaims, reasons, and evidence  
  uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and evidence  
  provides a concluding statement or section that follows from and supports the argument presented  
  uses technology, including the internet, to produce, publish, and update individual or shared writing products* | The writing –  
  introduces the claim(s); however, may fail to establish the significance of the claim(s) and/or distinguish the claim(s) from alternate or opposing claim(s)  
  has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)  
  inconsistently uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and evidence  
  provides a sense of closure  
  inconsistently uses technology, including the internet, to produce, publish, and update individual or shared writing products* | The writing –  
  identifies the claim(s)  
  has little or no evidence of purposeful organization  
  attempts to use technology, including the internet, to produce, publish, and update individual or shared writing products* |

*If applicable  
TBennet/TMead/JMoyer/PShockley  
February, 2013*