



## Grade 8: Unit 2: Argumentative Research Paper Rubric

Element	4 Advanced	3 Proficient	2 Partially Proficient	1 Below Proficiency
<b>Ideas &amp; Content: Central Idea/ Argument (Argument Writing)</b>	<ul style="list-style-type: none"> <li>• Offers precise and insightful claims.</li> <li>• Provides thoroughly developed analysis by backing all claims.</li> <li>• Develops effective, convincing appeals to logoi.</li> <li>• Supports position with compelling, relevant, accurate, and credible evidence.</li> <li>• Refutes counterclaims when appropriate.</li> <li>• Conveys an accurate and in-depth understanding of the topic, audience, and purpose for the writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers clear and explicit claims.</li> <li>• Provides adequate analysis by backing claims.</li> <li>• Develops and/or imitates appeals to logoi.</li> <li>• Supports position with relevant and credible evidence.</li> <li>• Identifies counterclaims.</li> <li>• Conveys an accurate and complete understanding of the topic, audience, and purpose for the writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers claims which are somewhat limited and/or especially broad and vague.</li> <li>• Provides minimal analysis in terms of backing claims.</li> <li>• Attempts appeals to logoi.</li> <li>• Attempts to support position with evidence; however, evidence may be minimal, irrelevant, or inadequate.</li> <li>• Conveys a partially accurate and/or somewhat basic understanding of the topic, audience, and purpose for the writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Claims are indistinct, too limited, confusing, and/or especially vague.</li> <li>• Little or no analysis in terms of backing claims.</li> <li>• No appeals to logoi.</li> <li>• Provides little or no evidence; response consists mainly of narration and/or repetition of content.</li> <li>• Conveys a confused, incoherent, or largely inaccurate understanding of the topic, audience, and purpose for the writing task.</li> </ul>
<b>Organization (Argument Writing)</b>	<ul style="list-style-type: none"> <li>• Skillfully establishes and maintains consistent focus on a clear and compelling thesis.</li> <li>• Exhibits logical and coherent structure with claims, evidence and backing that convincingly support the thesis.</li> <li>• Progresses with purposeful pacing and makes skillful use of transitional words and phrases.</li> <li>• Weaves quotes and paraphrasing into the text selectively to maintain the flow of ideas in a logical order.</li> <li>• Concludes with purpose and gives sense of finality that is memorable.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains focus on a clear thesis.</li> <li>• Exhibits a logical sequence of claims and evidence to support the thesis.</li> <li>• Progresses with controlled pacing and makes functional use of transitional words and phrases.</li> <li>• Integrates quotes and paraphrasing in a logical order.</li> <li>• Concludes with purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes but sometimes fails to maintain focus on a thesis.</li> <li>• Exhibits a sometimes logical sequence of claims, evidence, and backing; ideas within paragraphs may be inconsistently organized.</li> <li>• Progresses at an awkward pace, making an inconsistent attempt to use basic transitional words and phrases.</li> <li>• Inserts quotes and paraphrasing.</li> <li>• Vague or unsatisfying conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to include a thesis or thesis is confused or irrelevant; fails to maintain focus.</li> <li>• Little attempt to organize ideas into a beginning, middle, and end, creating a complete lack of organization and coherence.</li> <li>• Progress is halted; makes little or no attempt to use transition words or phrases.</li> <li>• Fails to use quotes and paraphrasing.</li> <li>• Limited or no conclusion.</li> </ul>
<b>Voice (Argument Writing)</b>	<ul style="list-style-type: none"> <li>• Established tone is consistently authoritative and convincing.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains a formal style and objective tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes an inconsistent formal style and objective tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes tone not suitable for purpose.</li> </ul>

<p><b>Word Choice &amp; Sentence Fluency</b> (Argument Writing)</p>	<ul style="list-style-type: none"> <li>• Language is fluent, original, precise and engaging, with a notable sense of voice and awareness of audience and purpose.</li> <li>• Employs figurative/rhetorical language purposefully and successfully (e.g. analogy or metaphor for clarity, organization, and style).</li> <li>• Effectively incorporates a range of varied sentence patterns, including varied sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is fluent and precise with evident awareness of audience and purpose.</li> <li>• Employs figurative/rhetorical language purposefully.</li> <li>• Incorporates some varied sentence patterns and beginning.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is appropriate but basic with limited awareness of audience and purpose.</li> <li>• Employs figurative/rhetorical language limitedly and with limited success.</li> <li>• Makes some attempt to include different sentence patterns but with awkward or uneven success.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on basic, imprecise, or sometimes unsuitable vocabulary for the audience or purpose.</li> <li>• Lacks figurative/rhetorical language.</li> <li>• Reveals a confused understanding of how to write in complete sentences; shows little or no ability to vary sentence patterns.</li> </ul>
<p><b>Conventions</b> (Grammar and Mechanics)</p>	<ul style="list-style-type: none"> <li>• Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences); errors do not hinder comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates partial control; multiple errors sometimes hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang).</li> </ul>
<p><b>MLA Citations</b> (Research Process)</p>	<ul style="list-style-type: none"> <li>• The document is expertly formatted in accordance with MLA (includes page layout, in-text citations, works cited page) and free of plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>• The document is consistently formatted in accordance with MLA (includes page layout, in-text citations, works cited page) and free of plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>• The document is inconsistently formatted in accordance with MLA; however, it is free of plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>• The document is incorrectly formatted according to MLA specifications and may include plagiarism because of incorrect citations/MLA format.</li> </ul>