

Writing Rubric Aligned to CCLS W.1 and MoSL

W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Skill		EXCEEDS	MEETS	APPROACHING	NOT YET
Claim / Position		<input type="checkbox"/> Establishes a precise and convincing claim while acknowledging the limitations and complexity of the issue/topic	<input type="checkbox"/> Establishes a precise and credible claim , grounded in evidence and reasoning <input type="checkbox"/> Addresses all aspects of the task	<input type="checkbox"/> Establishes a general claim <input type="checkbox"/> Responds to the task	<input type="checkbox"/> States a claim <input type="checkbox"/> Does not completely address the task
Use of evidence	Elaboration	<input type="checkbox"/> Thoroughly explains reasons why evidence supports claim <input type="checkbox"/> Uses words, phrases, and clauses to create cohesion between claims, reasons, and evidence <input type="checkbox"/> Consistently refers to sources when appropriate	<input type="checkbox"/> States how evidence supports claim <input type="checkbox"/> Uses words, phrases, and clauses to clarify the relationship between claims, reasons, and evidence <input type="checkbox"/> Refers to sources when appropriate	<input type="checkbox"/> Cites evidence with little to no explanation of how it supports claim <input type="checkbox"/> Uses words, phrases, and clauses to link evidence to reasons , but lacks clarity <input type="checkbox"/> Rarely refers to sources	<input type="checkbox"/> Uses very little evidence <input type="checkbox"/> Evidence is irrelevant or does not support the claim <input type="checkbox"/> Mentions, but does not cite sources
	Analysis	<input type="checkbox"/> Analyzes evidence to draw out new meanings and understandings <input type="checkbox"/> Analyzes counterclaims to explain why the claim is stronger	<input type="checkbox"/> Analyzes evidence to infer author's meaning and purpose <input type="checkbox"/> Discusses counterclaims	<input type="checkbox"/> Analyzes ideas from the texts and begins to interpret the meaning and purpose <input type="checkbox"/> Makes note of a counterclaim	<input type="checkbox"/> Summarizes ideas from the text <input type="checkbox"/> Demonstrates awareness of a counterclaim
Quality of Evidence		<input type="checkbox"/> Summarizes, paraphrases, and quotes relevant evidence from the text to support claim <input type="checkbox"/> Incorporates a variety of evidence from multiple types of sources	<input type="checkbox"/> Paraphrases and quotes relevant evidence from the text to support claim <input type="checkbox"/> Incorporates evidence from more than one type of source	<input type="checkbox"/> Summarizes relevant evidence from the text <input type="checkbox"/> Incorporates evidence from one type of source	<input type="checkbox"/> Restates relevant evidence from the text <input type="checkbox"/> Incorporates little evidence from one type of source
Organization and Structure		<input type="checkbox"/> Develops strong introduction, body paragraphs, and a conclusion that strengthens position <input type="checkbox"/> Orders ideas logically using transitional phrases to clarify the reasoning of the argument	<input type="checkbox"/> Develops introduction, body paragraphs, and conclusion <input type="checkbox"/> Orders ideas using transitional phrases to allow the reader to follow the argument	<input type="checkbox"/> Groups ideas through a basic five-paragraph structure <input type="checkbox"/> Conclusion simply restates the position	<input type="checkbox"/> Demonstrates little evidence of five-paragraph structure and illogical organization <input type="checkbox"/> Conclusion confuses the position
Tone and Audience		<input type="checkbox"/> Consistently maintains an objective tone and formal voice <input type="checkbox"/> Uses appropriate language and tone in a style that engages the audience	<input type="checkbox"/> Maintains an objective tone and formal voice <input type="checkbox"/> Uses language appropriate to audience and purpose	<input type="checkbox"/> Uses language and tone generally appropriate to the audience and purpose with minor lapses	<input type="checkbox"/> Uses basic language and uneven tone with some improper usage of words and phrases
Content Knowledge		<input type="checkbox"/> Exhibits thorough and accurate understanding of content <input type="checkbox"/> Consistently uses academic vocabulary and domain-specific language <input type="checkbox"/> When appropriate, acknowledges author's bias or point of view	<input type="checkbox"/> Exhibits accurate understanding of content <input type="checkbox"/> Uses academic vocabulary and domain-specific language	<input type="checkbox"/> Exhibits basic understanding of the content <input type="checkbox"/> Uses academic vocabulary and domain-specific language with minor errors	<input type="checkbox"/> Exhibits an incomplete understanding of the content <input type="checkbox"/> Rarely uses academic vocabulary or domain-specific language

* A marking of “No Evidence” refers to students who were absent or who have not exhibited any evidence of these skills.