AZ Merit Argumentative Essay Writing Rubric (Grades 6-11) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose, Focus, and Organization:** Student total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 40

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| 40-36 points | 35-32 points | 31-21 points | 20-0 points |
| The response if fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following:  Strongly maintained claim with  little or no loosely related  material  Clearly addressed alternate or  opposing claims  Skillful use of a variety of  transitional strategies to clarify  the relationships between and  among ideas  Logical progression of ideas from  beginning to end with a satisfying  introduction and conclusion  Appropriate style and tone  established and maintained | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:   * Maintained claim, though some loosely related material may be present * Alternate or opposing claims included buy may not be completely addressed * Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas * Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion * Appropriate style and tone established | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following:   * Focused claim but insufficiently sustained or unclear * Insufficiently addressed alternate or opposing claims * Inconsistent use of transitional strategies with little variety * Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion | The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following:   * Absent, confusing, or ambiguous claim * Missing alternate or opposing claims * Few or no transitional strategies * Frequent extraneous ideas that impede understanding * Too brief to demonstrate knowledge of focus or organization |

**Evidence and Elaboration** : Student total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 40

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| 40-36 points | 35-32 points | 31-21 points | 20-0 points |
| The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following:   * Smoothly integrated, thorough, and relevant evidence, including precise references to sources * Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text * Clear and effective expression of ideas, using precise language * Academic and domain-specific vocabulary clearly appropriate for the audience and purpose * Varied sentence structure, demonstrating language facility | The response provides adequate support, citing evidence for the writer’s claim that includes the use of sources, facts, and details. The response includes most of the following:   * Generally integrated and relevant evidence from sources, though references may be general or imprecise * Adequate use of some elaborative techniques * Adequate expression of ideas, employing a mix of precise and general language * Domain-specific vocabulary generally appropriate for the audience and purpose * Some variation in sentence structure | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial use of sources, facts, and details. The response may include the following:   * Weakly integrated evidence from sources; erratic or irrelevant references or citations * Repetitive or ineffective use of elaborative techniques * Imprecise or simplistic expression of ideas * Some use of inappropriate domain-specific vocabulary * Most sentences limited to simple construction | The response provides minimal support/evidence for the writer’s claim, including little if any use of sources, facts, and details. The response may include the following:   * Minimal, absent, erroneous, or irrelevant evidence or citations from the source material * Expression of ideas that is vague, unclear, or confusing * Limited and often inappropriate language of domain-specific vocabulary * Sentences limited to simple constructions |

**Conventions**: Student total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 20

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| N/A | 20-16 | 15-11 | 10-0 |
|  | The response demonstrates and adequate command of basic conventions. The Response may include the following:   * Some minor errors in usage but no patterns of errors * Adequate use of punctuation, capitalization, sentence formation, and spelling | The response demonstrates a partial command of basic conventions. The response may include the following:   * Various errors in usage * Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling | The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning. |

Total Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 100