

TFSD Argumentative Research Writing Rubric (Grade 12—Senior Project)

Score	Statement of Purpose/Focus 20 Points	Organization 20 Points	Elaboration of Evidence 30 Points	Language, Vocabulary and Conventions 10 Points	MLA 20 Points
4 Exemplary A	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused and strongly maintained alternate or opposing claims are clearly addressed* claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>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:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, 	<p>The paper follows correct MLA format and includes all required elements.</p> <ul style="list-style-type: none"> Heading Pg. # w/last name Title Works Cited* In text Citations* <p>*As dictated by the research continuum</p> <p>Paper meet minimum required: Length 5 to 7 pages Sources 5</p>
3 Proficient B	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and for the most part maintained, though some loosely related material may be present alternate or opposing claims are somewhat addressed context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling 	
2 Progressing C	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the claim but is insufficiently sustained alternate or opposing claims are weak/attempted claim on the issue may be somewhat addressed 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of basic transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak weak connection 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling 	<p>The paper does not follow correct MLA format and is missing one or more required elements.</p> <ul style="list-style-type: none"> Heading Pg. # w/last name Title Works Cited* In text Citations* <p>*As dictated by the research Continuum</p>
1 Not Yet	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> may be very brief may have a major drift no alternate or opposing claim claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose <p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> errors are frequent and severe and meaning is often obscure 	<p>Paper does not meet minimum required: Length 5 to 7 pages Sources 5</p>
Comments					

Sample Generic 2-point Research (Grades 6–11)

Analyze/Integrate Information Rubric (Claim 4, Target 2)

2 The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

1 The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

0 A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

Sample Generic 2-point Research (Grades 6–11)

Evaluate Information/Sources Rubric (Claim 4, Target 3)

2 The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

1 The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

0 A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.