

### World Studies: Argumentative Writing Rubric

	<b>Advanced 5</b>	<b>Proficient 4</b>	<b>Basic 3</b>	<b>Below Basic 2</b>	<b>Far Below 1</b>
<b>Focus 15%</b> Addresses prompt with a clear claim	The essay introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue.	The essay introduces a precise claim that is clearly arguable and takes an identifiable position on an issue.	The essay introduces a claim that is arguable and takes a position	The essay contains an unclear or emerging claim that suggests a vague or confusing position.	The essay contains an unidentifiable claim or vague position, or has no claim.
<b>Development 50%</b> Provides relevant historical facts, definitions, concrete details, quotations, and examples to support claim.	The essay provides significant historical facts, definitions, concrete details, quotations that fully develop and explain the topic. Student makes excellent use of the historical sources provided and brings in outside information.	The essay provides effective historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes good use of the historical sources provided and brings in outside information.	The essay provides some historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes use of some historical sources provided.	The essay provides few historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes use of only a few historical sources provided.	The essay provides no historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes use of no historical sources provided.
<b>Organization 15%</b> Provides clear organization to reader including an introduction, body paragraphs, and a conclusion.	The essay has excellent topic sentences which are sub points of the claim; evidence in the body paragraphs stays focused on the main idea, and there is an excellent concluding sentence.	The essay has good topic sentences which are sub points of the claim; evidence in the body paragraphs stays focused on the main idea, and there is a good concluding sentence.	The essay has topic sentences which are sub points of the claim; evidence in the body paragraphs mostly focused on the main idea, and there is a concluding sentence.	The essay has topic sentences which are not clearly sub points of the claim; evidence in the body paragraphs loses focus on the main idea, and the concluding sentence needs work.	The essay has no topic sentence or organization. There are no defined body paragraphs. There is no concluding sentence.
<b>Conventions 10 %</b> The text demonstrates standard English conventions of usage and mechanics.	The essay is generally free from errors and flows smoothly.	The essay may have a few errors in grammar, spelling, punctuation, usage and sentence structure, but the errors do not interrupt the flow of the paper.	The essay has errors in grammar, spelling, punctuation, usage and sentence structure - the flow of the paper is interrupted in a few places.	The essay has many errors in grammar, spelling, punctuation, usage and sentence structure - the flow of the paper is interrupted in many places.	The essay illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.
<b>MLA Citations 10%</b> The sources are cited using the MLA format.	All sources are correctly cited using the MLA format.	Most of the sources are correctly cited using the MLA format.	Some of the sources are correctly cited using the MLA format.	Few of the sources are correctly cited using the MLA format.	None of the sources are correctly cited using the MLA format.

### World Studies: Argumentative Writing Rubric

	<b>Advanced 5</b>	<b>Proficient 4</b>	<b>Basic 3</b>	<b>Below Basic 2</b>	<b>Far Below 1</b>
<b>Focus 15%</b> Addresses prompt with a clear claim	The essay introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue.	The essay introduces a precise claim that is clearly arguable and takes an identifiable position on an issue.	The essay introduces a claim that is arguable and takes a position	The essay contains an unclear or emerging claim that suggests a vague or confusing position.	The essay contains an unidentifiable claim or vague position, or has no claim.
<b>Development 50%</b> Provides relevant historical facts, definitions, concrete details, quotations, and examples to support claim.	The essay provides significant historical facts, definitions, concrete details, quotations that fully develop and explain the topic. Student makes excellent use of the historical sources provided and brings in outside information.	The essay provides effective historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes good use of the historical sources provided and brings in outside information.	The essay provides some historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes use of some historical sources provided.	The essay provides few historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes use of only a few historical sources provided.	The essay provides no historical facts, definitions, concrete details, quotations that sufficiently develop and explain the topic. Student makes use of no historical sources provided.
<b>Organization 15%</b> Provides clear organization to reader including an introduction, body paragraphs, and a conclusion.	The essay has excellent topic sentences which are sub points of the claim; evidence in the body paragraphs stays focused on the main idea, and there is an excellent concluding sentence.	The essay has good topic sentences which are sub points of the claim; evidence in the body paragraphs stays focused on the main idea, and there is a good concluding sentence.	The essay has topic sentences which are sub points of the claim; evidence in the body paragraphs mostly focused on the main idea, and there is a concluding sentence.	The essay has topic sentences which are not clearly sub points of the claim; evidence in the body paragraphs loses focus on the main idea, and the concluding sentence needs work.	The essay has no topic sentence or organization. There are no defined body paragraphs. There is no concluding sentence.
<b>Conventions 10 %</b> The text demonstrates standard English conventions of usage and mechanics.	The essay is generally free from errors and flows smoothly.	The essay may have a few errors in grammar, spelling, punctuation, usage and sentence structure, but the errors do not interrupt the flow of the paper.	The essay has errors in grammar, spelling, punctuation, usage and sentence structure - the flow of the paper is interrupted in a few places.	The essay has many errors in grammar, spelling, punctuation, usage and sentence structure - the flow of the paper is interrupted in many places.	The essay illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.
<b>MLA Citations 10%</b> The sources are cited using the MLA format.	All sources are correctly cited using the MLA format.	Most of the sources are correctly cited using the MLA format.	Some of the sources are correctly cited using the MLA format.	Few of the sources are correctly cited using the MLA format.	None of the sources are correctly cited using the MLA format.