**Assignment:**  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Analytical Writing Rubric**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Common Core State Standards | 4 Distinguished | 3 Proficient | 2 Developing | 1. Emergent
 |
| **Meaning**Develop claim(s) and counterclaims  | • Sharp focus on topic• Provocative ideas | • Focus on the topic• Perceptive ideas | • Inconsistent focus on the topic• Simplistic ideas | • Unfocused topic• Inaccurate ideas |
| **Development**…supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.* + -Provide a concluding statement or section that follows from and supports the argument presented.
 | • Identifies, explains, and explores support | • Identifies and explains support | • Identifies support; inconsistent explanations | • Lacks support |
| **Organization**Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | • Thesis drives essay• Coherent order• Paragraph structure enhances thesis• Effective and varied transitions | • Thesis controls essay• Logical order• Clear paragraph structure• Transitions connect ideas | • Ineffective use of thesis• Some order• Inconsistent paragraph structure• Inconsistent use of transitions | • No thesis• Lacks order • Lacks paragraph structure• Lacks transitions |
| **Voice**Establish and maintain a formal style and objective tone while…Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | • Sentence structure enhances meaning• Diction enriches meaning | • Sentence structure correct and varied• Diction accurate and appropriate | • Sentence structure repetitive and/or flawed• Awkward diction | • Sentence structure errors detract from meaning•Inaccurate and inappropriate diction |
| **Conventions**…attending to the norms and conventions of the discipline in which they are writing | • Free of errors | • Errors do not interfere with meaning | • Errors interfere with meaning | • Many errors detract from meaning |

Comments: