

Hillcrest ELA Writing Rubrics

Grades 9-10 Argument Rubric	Exceeding Standard (90-100%)	Meeting Standard (80-89.99%)	Approaching Standard (70-79.99%)	Not Meeting Standard (Below 70%)
Introduction I can introduce a precise claim and create logical organization for reasons, evidence and counterclaims. (W.9-10.1.A)	My claim is clear and connects thoroughly to reasons, evidence, and counterclaims presented in my body paragraphs. My introduction is engaging and communicates significance to the reader.	My claim is sufficient and connects to reasons, evidence, and counterclaims presented in my body paragraphs.	My claim is insufficient. Some but not all of it connects to reasons, evidence, and counterclaims presented in my body paragraphs.	My paper does not have a claim.
Evidence & Analysis I can develop my claim and counterclaim fairly, providing relevant evidence that anticipates my audience’s knowledge level, concerns. (W.9-10.1.B)	My paper includes clear, distinct reasons to support my claim. My evidence is well organized and compelling . It is supported by in-depth analysis that explains why it is important.	My paper includes complete reasons to support my claim. My evidence is relevant and is supported by sufficient analysis that explains why it is important.	My paper includes some reasoning to support my claim. My evidence is supported by insufficient or irrelevant analysis.	My paper does not include reasons, evidence, and analysis.
Transitions I can use words, phrases, and clauses to link the major sections of the text, clarifying the relationships between my claim and reasons, between reasons and evidence, and between claim and counterclaim. (W.9-10.1.C)	My paper includes a variety of clear, well-organized transitions to link reasons, evidence, analysis, counterclaims and conclusion.	My paper includes complete transitions to link reasons, evidence, analysis, counterclaims and conclusion.	My paper leaves out some transitions to link reasons, evidence, analysis, counterclaims and conclusion.	My paper does not include transitions.
Style and Tone I can maintain formal style and objective tone in my writing. (W.9-10.1.D)	My paper thoroughly maintains a style and tone that is appropriate for the audience and purpose. I use descriptive vocabulary and engaging sentence patterns.	My paper sufficiently maintains a style and tone that is appropriate for the audience and purpose.	Some but not all of my paper maintains a style and tone that is appropriate for the audience and purpose.	My paper does not maintain a style and tone that is appropriate for the audience and purpose.
Conclusion I can write a concluding statement or section that follows from and supports my claim.(W.9-10.1.D)	My conclusion clearly and distinctly connects to my claim. It summarizes reasons given, restates the claim, and communicates significance to the reader.	My conclusion sufficiently connects to my claim. It summarizes reasons given and restates my claim.	My conclusion is insufficient . It summarizes some but not all reasons given and may or may not restate the claim.	My paper does not have a conclusion.
Citations I can gather relevant information from sources, integrate information into the text, and follow a standard format of citation to avoid plagiarism. (W.9-10.8)	My paper thoroughly cites sources. It thoroughly follows formatting and citation guidelines from the appropriate style guide.	My paper sufficiently cites sources. It follows formatting and citation guidelines from the appropriate style guide.	Some but not all of my sources are cited. My formatting and citations are insufficient and may or may not follow the appropriate style guide.	My paper does not cite sources or follow the appropriate style guide.

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Grades 9-10 Informative Rubric	Exceeding Standard (90-100%)	Meeting Standard (80-89.99%)	Approaching Standard (70-79.99%)	Not Meeting Standard (Below 70%)
Introduction I can introduce a topic; logically organize complex ideas, concepts, and information; and use appropriate formatting to aid comprehension. (W.9-10.2A)	My introduction thoroughly conveys the main idea and connects clearly to the information presented in my body paragraphs. It is engaging and communicates purpose to the reader. Well-organized titles and headings are appropriate for my audience and purpose.	My introduction is complete and conveys the main idea. It connects to the information presented in my body paragraphs. Use of titles and headings is sufficient for my audience and purpose.	Some but not all of my introduction conveys the main idea and connects to the information presented in my body paragraphs. Use of titles and headings is insufficient for my audience and purpose.	My paper does not have an introduction.
Evidence & Analysis I can develop my topic by including relevant facts, definitions, concrete details, quotations, and examples. (W.9-10.2B)	My paper includes compelling and insightful evidence to support my introduction. My evidence is supported by in-depth analysis that explains why it is important.	My paper includes relevant evidence to support my introduction. My evidence is supported by sufficient analysis that explains why it is important	My paper includes some evidence to support my thesis. My evidence is supported by insufficient or irrelevant analysis.	My paper does not include evidence or analysis.
Transitions I can use appropriate and varied transitions to link major sections of the text and clarify relationships between ideas and concepts. (W.9-10.2C)	My paper includes a variety of clear, well-organized transitions to link paragraphs, evidence and analysis.	My paper includes complete transitions to link paragraphs, evidence and analysis.	My paper leaves out some transitions to link paragraphs, evidence and analysis.	My paper does not include transitions.
Style and Tone I can use precise language, academic vocabulary and techniques to manage the complexity of my topic. (W.9-10.2D)	My paper thoroughly maintains a style and tone that is appropriate for the audience and purpose. I use descriptive vocabulary and figurative language as well as engaging sentence patterns.	My paper sufficiently maintains a style and tone that is appropriate for the audience and purpose.	Some but not all of my paper maintains a style and tone that is appropriate for the audience and purpose.	My paper does not maintain a style and tone that is appropriate for the audience and purpose.
Conclusion I can provide a concluding statement or section that follows from or supports the information presented. (W.9-10.E)	My conclusion clearly and distinctly connects to my introduction. It thoroughly summarizes key information from my evidence and analysis.	My conclusion sufficiently connects to my introduction. It summarizes key information from my evidence and analysis.	My conclusion is insufficient and may or may not connect to my introduction . It summarizes some but not all key information from my evidence and analysis.	My paper does not have a conclusion.
Citations I can gather relevant information from sources, integrate information into the text, and follow a standard	My paper thoroughly cites sources. It clearly follows formatting and citation guidelines from the appropriate style guide.	My paper sufficiently cites sources. It follows formatting and citation guidelines from the appropriate style guide.	Some but not all of my sources are cited. My formatting and citations are insufficient and may or may not follow the appropriate style guide.	My paper does not cite sources or follow the appropriate style guide.

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format of citation to avoid plagiarism. (W.11-12.8)				
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Grades 11-12 Argument Rubric	Exceeding Standard (90-100%)	Meeting Standard (80-89.99%)	Approaching Standard (70-79.99%)	Not Meeting Standard (Below 70%)
Introduction I can introduce a precise claim, determine the significance of my claim, and create logical organization for reasons, evidence and counterclaims. (W.11-12.1.A)	My claim is clear and connects thoroughly to reasons, evidence, and counterclaims presented in my body paragraphs. My introduction is engaging and communicates significance to the reader.	My claim is sufficient and connects to reasons, evidence, and counterclaims presented in my body paragraphs.	My claim is insufficient. Some but not all of it connects to reasons, evidence, and counterclaims presented in my body paragraphs.	My paper does not have a claim.
Evidence & Analysis I can develop my claim and counterclaim fairly and thoroughly, providing relevant evidence that anticipates my audience’s knowledge level, concerns, values and possible biases. (W.11-12.1.B)	My paper includes clear, distinct reasons to support my claim. My evidence is well organized and compelling . It is supported by in-depth analysis that explains why it is important.	My paper includes complete reasons to support my claim. My evidence is relevant and is supported by sufficient analysis that explains why it is important.	My paper includes some reasoning to support my claim. My evidence is supported by insufficient or irrelevant analysis.	My paper does not include reasons, evidence, and analysis.
Transitions I can use words, phrases, and clauses as well as varied syntax to link the major sections of the text, clarifying the relationships between my claim and reasons, between reasons and evidence, and between claim and counterclaim. (W.11-12.1.C)	My paper includes a variety of clear, well-organized transitions to link reasons, evidence, analysis, counterclaims and conclusion.	My paper includes complete transitions to link reasons, evidence, analysis, counterclaims and conclusion.	My paper leaves out some transitions to link reasons, evidence, analysis, counterclaims and conclusion.	My paper does not include transitions.
Style and Tone I can maintain formal style and objective tone in my writing. (W.11-12.1.D)	My paper thoroughly maintains a style and tone that is appropriate for the audience and purpose. I use descriptive vocabulary and engaging sentence patterns.	My paper sufficiently maintains a style and tone that is appropriate for the audience and purpose.	Some but not all of my paper maintains a style and tone that is appropriate for the audience and purpose.	My paper does not maintain a style and tone that is appropriate for the audience and purpose.
Conclusion I can write a concluding statement or section that follows from and supports my claim.(W.11.12.1.D)	My conclusion clearly and distinctly connects to my claim. It summarizes reasons given, restates the claim, and communicates significance to the reader.	My conclusion sufficiently connects to my claim. It summarizes reasons given and restates my claim.	My conclusion is insufficient . It summarizes some but not all reasons given and may or may not restate the claim.	My paper does not have a conclusion.
Citations	My paper thoroughly cites sources.	My paper sufficiently cites sources.	Some but not all of my sources are	My paper does not cite sources or

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I can gather relevant information from sources, integrate information into the text, and follow a standard format of citation to avoid plagiarism. (W.11-12.8)	It thoroughly follows formatting and citation guidelines from the appropriate style guide.	It follows formatting and citation guidelines from the appropriate style guide.	cited. My formatting and citations are insufficient and may or may not follow the appropriate style guide.	follow the appropriate style guide.
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Grades 11-12 Informative Rubric	Exceeding Standard (90-100%)	Meeting Standard (80-89.99%)	Approaching Standard (70-79.99%)	Not Meeting Standard (Below 70%)
Introduction I can introduce a topic; logically organize and build on complex ideas, concepts, and information; and use appropriate formatting to aid comprehension. (W.11-12.2A)	My introduction thoroughly conveys the main idea and connects clearly to the information presented in my body paragraphs. It is engaging and communicates purpose to the reader. Well-organized titles and headings are appropriate for my audience and purpose.	My introduction is complete and conveys the main idea. It connects to the information presented in my body paragraphs. Use of titles and headings is sufficient for my audience and purpose.	Some but not all of my introduction conveys the main idea and connects to the information presented in my body paragraphs. Use of titles and headings is insufficient for my audience and purpose.	My paper does not have an introduction.
Evidence & Analysis I can develop my topic thoroughly by including relevant facts, definitions, concrete details, quotations, and examples. (W.11-12.2B)	My paper includes compelling and insightful evidence to support my introduction. My evidence is supported by in-depth analysis that explains why it is important.	My paper includes relevant evidence to support my introduction. My evidence is supported by sufficient analysis that explains why it is important	My paper includes some evidence to support my thesis. My evidence is supported by insufficient or irrelevant analysis.	My paper does not include evidence or analysis.
Transitions I can use appropriate and varied transitions and syntax to link major sections of the text and clarify relationships between ideas and concepts. (W.11-12.2C)	My paper includes a variety of clear, well-organized transitions to link paragraphs, evidence and analysis.	My paper includes complete transitions to link paragraphs, evidence and analysis.	My paper leaves out some transitions to link paragraphs, evidence and analysis.	My paper does not include transitions.
Style and Tone I can use precise language, academic vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of my topic. (W.11-12.2D)	My paper thoroughly maintains a style and tone that is appropriate for the audience and purpose. I use descriptive vocabulary and figurative language as well as engaging sentence patterns.	My paper sufficiently maintains a style and tone that is appropriate for the audience and purpose.	Some but not all of my paper maintains a style and tone that is appropriate for the audience and purpose.	My paper does not maintain a style and tone that is appropriate for the audience and purpose.
Conclusion I can provide a concluding statement or section that follows	My conclusion clearly and distinctly connects to my introduction. It thoroughly summarizes key	My conclusion sufficiently connects to my introduction. It summarizes key information from my evidence	My conclusion is insufficient and may or may not connect to my introduction . It summarizes some	My paper does not have a conclusion.

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from or supports the information presented. (W.11-12.E)	information from my evidence and analysis.	and analysis.	but not all key information from my evidence and analysis.	
<p>Citations I can gather relevant information from sources, integrate information into the text, and follow a standard format of citation to avoid plagiarism. (W.11-12.8)</p>	My paper thoroughly cites sources. It clearly follows formatting and citation guidelines from the appropriate style guide.	My paper sufficiently cites sources. It follows formatting and citation guidelines from the appropriate style guide.	Some but not all of my sources are cited. My formatting and citations are insufficient and may or may not follow the appropriate style guide.	My paper does not cite sources or follow the appropriate style guide.