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| **Healthful Living Argumentative Writing Rubric** |
|  | ***Strong Command*** | ***Adequate Command*** | ***Weak Command*** | ***Not Evident or Little Command*** |
| **Focus and Organization** | Introduces and **clearly** maintains a precise claim throughout the work. ***(Recommended Weight: 20%)*** | Introduces and **adequately** maintains a claim throughout the work.  | Introduces a claim, but **does not** maintain the claim throughout the work.  | **Does not** introduce a claim.  |
| Provides a concluding statement or section that **strongly** supports the argument presented.***(Recommended Weight: 20%)*** | Provides a concluding statement or section that **adequately** supports the argument presented. | Provides a concluding statement or section that **weakly** supports the argument presented. | **Does not** have a concluding statement or section or the concluding statement or section **does not** support the argument presented. |
| **Elaboration and Evidence** | Integrates **strong** **and convincing** evidence from multiple, authoritative, discipline-appropriate texts in order to support analysis, reflection, and research while avoiding plagiarism.***(Recommended Weight: 35%)*** | Integrates **adequate** evidence from texts in order to support analysis, reflection and research while avoiding plagiarism. | Integrates **weak** evidence from texts in order to support analysis, reflection, and research while avoiding plagiarism. | **Does not** integrate evidence from texts to support the argument.Work contains plagiarism. |
| **Style** | **Consistently and accurately** integrates general academic and domain-specific vocabulary clearly appropriate to task, purpose and audience. Establishes and **consistently maintains** a formal style and objective tone in a manner that is appropriate to discipline, task, purpose and audience. ***(Recommended Weight: 20%)*** | **Often** integrates general academic and domain-specific vocabulary appropriate to task, purpose and audience.Establishes and **often maintains** a formal style and objective tone in a manner that is appropriate to discipline, task, purpose and audience.  | **Occasionally** integrates general academic and domain-specific vocabulary appropriate to task, purpose and audience.Establishes, but **does not maintain** a formal style and objective tone that is appropriate to discipline, task, purpose, and audience.  | **Does not** integrate accurate general academic and domain-specific vocabulary.**Does not** establish a formal style and objective tone appropriate to discipline, task, purpose and audience.  |
| **Conventions** | Demonstrates a **strong** command of the conventions of Standard English grammar (particularly capitalization, punctuation, and spelling).***(Recommended Weight: 5%)*** | Demonstrates an **adequate** command of the conventions of Standard English grammar (particularly capitalization, punctuation, and spelling) | Demonstrates a **weak** command of the conventions of Standard English grammar (particularly capitalization, punctuation, and spelling) | **Does not** demonstrate command of Standard English grammar (particularly capitalization, punctuation, and spelling) |