

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing Prompt

In a two paragraph argumentative piece with a short introduction, agree or disagree with the following statement:

- In St Lucy's, assimilation is more beneficial than harmful to the characters.

Support your argument with evidence and analysis from "St. Lucy's Home For Girls Raised by Wolves" by Karen Russell.

## Argumentative Writing Rubric

### 10th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but significant misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Uses an engaging hook (such as an anecdote or description), and provides essential context or background information</li> <li>• Presents a precise, nuanced, and debatable claim/thesis</li> <li>• Makes a clear distinction between the claim/thesis and an opposing viewpoint</li> </ul>	4 3 2 1	
<b>Organization</b> <ul style="list-style-type: none"> <li>• Organizes ideas into body paragraphs that support the claim/thesis with reasons and evidence, demonstrating a clear progression of ideas</li> <li>• Uses varied transitions to connect ideas within and between paragraphs and create cohesion across the piece</li> </ul>	4 3 2 1	
<b>Conclusion</b> <ul style="list-style-type: none"> <li>• Provides a concluding statement/section that restates the claim/thesis, summarizes the main reasons, and explains the significance of the argument</li> </ul>	4 3 2 1	

Development	Rubric Score	Notes
<b>Reasons</b>	4 3 2 1	

<ul style="list-style-type: none"> <li>• Provides clear, logical reasons that support the claim/thesis</li> <li>• Develops each reason with sufficient evidence and examples</li> <li>• Develops the counterclaim using well-chosen evidence and rebuts it, pointing out its limitations</li> </ul>		
<p><b>Evidence &amp; Explanation</b></p> <ul style="list-style-type: none"> <li>• Selects relevant evidence (i.e. such as quotations, statistics, facts, anecdotes, opinions, and testimonials) to support each reason</li> <li>• Integrates evidence using context, signal phrases, or brief commentary</li> <li>• Explains how and why evidence supports the reason and connects back to claim/thesis</li> <li>• Demonstrates awareness of audience's knowledge level and concerns through evidence chosen to support reasons</li> </ul>	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<p><b>Style</b></p> <ul style="list-style-type: none"> <li>• Maintains formal language appropriate to the task, audience, and purpose</li> <li>• Uses a tone that supports the argument, whether objective or persuasive</li> <li>• Chooses diction, vocabulary, and sentence structures to shape tone and strengthen the argument</li> </ul>	4 3 2 1	
<p><b>Grammar &amp; Conventions</b></p> <ul style="list-style-type: none"> <li>• Uses correct spelling, capitalization, and punctuation</li> <li>• Uses proper MLA formatting and citation</li> <li>• Demonstrates consistent use of grade-level grammar and usage</li> </ul>	4 3 2 1	