# Student Learning Objective (SLO): Social Studies Example

Rubric provided:

**Argumentative Writing Rubric**

| Criterion | 4 – Advanced | 3 – Proficient | 2 – Nearing Proficiency | 1 - Below |
|---|---|---|---|---|
| **Focus/Claim** | Introduces claim(s) in a sophisticated thesis statement | Introduces claim(s) in a clear thesis statement | Thesis statement is basic and/or uninformed | No thesis statement or statement is disconnected from the topic |
| **Organization & Structure** | Everything in the proficient category plus:<br>• Skillfully orients reader to topic(s) in the introduction<br>• The essay may break from conventional structure as a tool to make a stronger point.<br>• The essay is well organized and clearly focused, demonstrating a clear progression of ideas. | • Orients reader to topic(s) in introduction<br>• Develops claim(s) with relevant body paragraphs<br>• Provides a conclusion that follows from and supports claim(s) and is not repetitive<br>• Creates cohesion through linking words, phrases, and clauses within and between paragraphs that includes clear transitions<br>• Includes a logical progression of ideas from beginning to end | • Orients reader to topics in introduction in an informal way (e.g. first, second, third, etc.)<br>• Claims are not appropriately developed with paragraphs<br>• The conclusion is repetitive rather than insightful<br>• The essay is not very cohesive. Repeatedly uses the same linking words, phrases, or transitions.<br>• The progression of ideas is unclear | • Does not readdress introduction in the body of the essay<br>• The essay is not broken up into paragraphs<br>• Essay conveys "stream of consciousness" feel – the student's thoughts are not very well organized/ structured.<br>• There is no clear progression of ideas. |
| **Evidence & Support** | Everything in the proficient category plus:<br>• Essay consistently explains how the evidence illustrates and reinforces its thesis.<br>• Writer makes a sophisticated rebuttal to the counter-argument. | •Provides sufficient and relevant content information to support claim(s)<br>•Completely integrates and cites credible sources and/or textual evidence<br>•Completely refutes specific counter-claim(s) | • Insufficient content evidence is provided to support claim(s)<br>• Does not fully integrate or cite credible sources and/or textual evidence<br>• Contains a counter-claim but does not refute it well | • No evidence is provided to support claim<br>• Does not cite sources or provide textual evidence<br>• Fails to introduce a counter claim |
| **Analysis** | Everything in the proficient category plus:<br>• Insightfully demonstrates analytical thinking.<br>• The essay uses subtlety in its use of text as a tool to demonstrate analysis. | • Shows thorough understanding of topic/text using sufficient elaboration strategies (e.g., examples, analogies, etc.)<br>• Uses accurate reasoning to connect evidence with claim(s) | • Shows superficial understanding of the topic/text. Uses basic elaboration strategies<br>• Reasoning is basic and does not always connect evidence with the claim(s) | • Does not demonstrate understanding of the text<br>• If evidence is presented, it is not connected to the claim(s) |
| **Language and Conventions** | • Contains no mechanical or grammatical errors.<br>• Demonstrates sophisticated command of the language.<br>• Consistently incorporates academic and domain-specific language | • Uses correct and varied sentence structure<br>• Contains few, minor errors in conventions<br>• Incorporates academic and domain-specific vocabulary that is clear and appropriate for the audience | • Contains some variation of sentence structure but is overall repetitive.<br>• Errors in convention sometimes distract the reader∂<br>• Inconsistent use of academic and domain-specific vocabulary. | • No variation of sentence structure<br>• Consistent errors in convention that distract the reader<br>• Inconsistent or no use of academic and domain-specific vocabulary. |