# High School Rubric for Analytical, Argumentative, and Informative Writing

<table>
<thead>
<tr>
<th>Component</th>
<th>3 (Excellent)</th>
<th>2 (Good)</th>
<th>1 (Satisfactory)</th>
<th>0 (Needs Improvement)</th>
</tr>
</thead>
</table>
| **Reading and Understanding Text** | • Shows full comprehesion of ideas both explicit and inferential indicated by grade-level reading standards  
• Accurate analysis and reasoning is demonstrated through ample textual evidence | • Shows comprehesion of ideas indicated by grade-level reading standards  
• Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence  
• Shows comprehension of ideas indicated by grade-level reading standards  
• Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence  
• Shows no comprehesion of ideas indicated by grade-level reading standards  
• Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence | • Shows limited comprehesion of ideas indicated by grade-level reading standards  
• Development and support are minimal  
• Language links ideas  
• Style and tone demonstrate limited awareness of purpose or audience | • Does not address the prompt  
• Lacks organization, is undeveloped, and does not provide support  
• Language and style demonstrate no awareness of purpose or audience |
| **Writing about Text**             | • Addresses the prompt and introduces a topic or precise claim(s), distinguishing claim(s) from counterclaims  
• Development is even and organized to make important connections and distinctions with relevant support  
• Language creates cohesion and clarifies relationships among ideas  
• Formal and objective style and tone consistently demonstrate awareness of purpose and audience | • Addresses the prompt and states a topic or claim(s)  
• Development is organized with some support and cohesion  
• Language creates cohesion and links ideas  
• Style and tone demonstrate awareness of purpose and audience | • Addresses the prompt and has an introduction  
• Development and support are minimal  
• Language links ideas  
• Style and tone demonstrate limited awareness of purpose or audience | • Does not address the prompt  
• Lacks organization, is undeveloped, and does not provide support  
• Language and style demonstrate no awareness of purpose or audience |
| **Language Conventions**           | • Full command of conventions indicated by grade-level standards  
• Few minor errors do not interfere with meaning | • Some command of conventions indicated by grade-level standards  
• May have errors that occasionally interfere with meaning  
• Limited command of conventions indicated by grade-level standards  
• Errors often interfere with meaning | • Limited command of conventions indicated by grade-level standards  
• Errors often interfere with meaning | • No command of conventions indicated by grade-level standards  
• Frequent and varied errors interfere with meaning |

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1 Support includes evidence, facts, extended definitions, concrete details, quotations, other information and examples.

**Grade 10: Rhetoric**