

# Sample LDC Argumentation Rubric

## How good is good enough?

LDC Argumentation Rubric for Teaching Task	
<b>ADVANCED</b>	
Focus	Addresses all aspects of the prompt with a highly focused and convincing response.
Reading/research	Demonstrates accurate and effective use of reading materials to develop argument or proposal and a solid understanding of content as presented in the prompt.
Controlling Idea	Establishes a substantive and credible claim or proposal. (L2) Acknowledges relevant competing arguments, defending or qualifying the claim or proposal as appropriate.
Development	Develops a detailed and convincing argument or proposal; provides relevant evidence in the form of examples or explanations with statements from reading material. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model, such as deductive reasoning.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
<b>MEETS EXPECTATIONS</b>	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/research	Demonstrates generally effective use of reading materials to develop argument or proposal and an understanding of the content as presented in the prompt.
Controlling Idea	Establishes a credible claim or proposal. (L2) Acknowledges competing arguments while defending the claim or proposal.
Development	Develops a satisfactory argument or proposal using reasoning with adequate detail to support claim or proposal; provides evidence from text(s) in the form of examples or explanations relevant to the argument or proposal. (L3) Makes a relevant connection that helps to clarify argument or proposal.
Organization	Applies an appropriate text structure that develops reasoning; applies a logic model.
Conventions	Demonstrates a satisfactory command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
<b>NOT YET</b>	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/research	Demonstrates weak use of reading materials to develop argument or proposal.
Controlling Idea	Establishes a claim or proposal but is weak or off-task. (L2) Attempts to acknowledge competing arguments.
Development	Lacks details to support reasoning; examples or explanations are weak or not relevant. (L3) Connection is not relevant.
Organization	Provides a weak text structure; composition is confusing.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

# The template tasks, v.1

These prototype template tasks can be used in a variety of ways—as classroom resources, as common tasks, and as models of quality tasks for a given subject or grade.

## ARGUMENTATION/ANALYSIS TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 1:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write an \_\_\_\_\_ (essay or substitute) that argues your position, pro or con, on \_\_\_\_\_ (content). Support your position with evidence from your research. **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate, clarify, and support your position.  
*Appropriate for: Social studies, science*

**TASK 2:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write an \_\_\_\_\_ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.  
*Appropriate for: ELA, social studies, science*

## ARGUMENTATION/COMPARISON TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 3:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write an \_\_\_\_\_ (essay or substitute) that compares \_\_\_\_\_ (content) and argues \_\_\_\_\_ (content). Be sure to support your position with evidence from the texts.  
*Appropriate for: Social studies, science*

**TASK 4:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write an \_\_\_\_\_ (essay or substitute) that compares \_\_\_\_\_ (content) and argues \_\_\_\_\_ (content). Be sure to support your position with evidence from the text(s).  
*Appropriate for: ELA, social studies, science*

## ARGUMENTATION/EVALUATION TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 5:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write an \_\_\_\_\_ (essay or substitute) that discusses \_\_\_\_\_ (content) and evaluates \_\_\_\_\_ (content). Be sure to support your position with evidence from the texts.  
*Appropriate for: Social studies, science*

**TASK 6:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write an \_\_\_\_\_ (essay or substitute) that discusses \_\_\_\_\_ (content) and evaluates \_\_\_\_\_ (content). Be sure to support your position with evidence from the text(s).  
*Appropriate for: ELA, social studies, science*

## ARGUMENTATION/PROBLEM-SOLUTION TEMPLATE TASKS (SOCIAL STUDIES, SCIENCE)

**TASK 7:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write an \_\_\_\_\_ (essay or substitute) that identifies a problem \_\_\_\_\_ (content) and argues for a solution. Support your position with evidence from your research. **L2** Be sure to examine competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.  
*Appropriate for: Social studies, science*

**TASK 8:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write an \_\_\_\_\_ (essay or substitute) that identifies a problem \_\_\_\_\_ (content) and argues for a solution \_\_\_\_\_ (content). Support your position with evidence from the text(s). **L2** Be sure to examine competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.  
*Appropriate for: Social studies, science*

## ARGUMENTATION/CAUSE-EFFECT TEMPLATE TASKS (SOCIAL STUDIES, SCIENCE)

**TASK 9:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write an \_\_\_\_\_ (essay or substitute) that argues the causes of \_\_\_\_\_ (content) and explains the effects \_\_\_\_\_ (content). What implications can you draw? Support your discussion with evidence from the text(s).  
*Appropriate for: Social studies, science*

**TASK 10:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write an \_\_\_\_\_ (essay or substitute) that argues the causes of \_\_\_\_\_ (content) and explains the effects \_\_\_\_\_ (content). What implications can you draw? Support your discussion with evidence from the text(s).  
*Appropriate for: Social studies, science*

## INFORMATIONAL OR EXPLANATORY/DEFINITION TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 11:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that defines and explains \_\_\_\_\_ (content). Support your discussion with evidence from your research. **L2** What implications can you draw?

**TASK 12:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_ (essay, report, or substitute) that defines and explains \_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **L2** What implications can you draw?

**TASK 11B:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that defines \_\_\_\_\_ and explains \_\_\_\_\_ (content). Support your discussion with evidence from your research. **L2** What implications can you draw?  
*Appropriate for: ELA, social studies, science*

**TASK 12B:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_ (essay, report, or substitute) that defines \_\_\_\_\_ and explains \_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **L2** What implications can you draw?  
*Appropriate for: ELA, social studies, science*

## INFORMATIONAL OR EXPLANATORY/DESCRIPTION TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 13:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that describes \_\_\_\_\_ (content). Support your discussion with evidence from your research.  
*Appropriate for: Social studies, science*

**TASK 14:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_ (essay, report, or substitute) that describes \_\_\_\_\_ (content) and addresses the question.  
*Appropriate for: ELA, social studies, science*

# The template tasks, v.1

(continued)

## INFORMATIONAL OR EXPLANATORY/PROCEDURAL-SEQUENTIAL TEMPLATE TASKS (SOCIAL STUDIES, SCIENCE)

**TASK 15:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that relates how \_\_\_\_\_ (content).  
*Appropriate for: Social studies, science*

**TASK 16:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that relates \_\_\_\_\_ (content).  
*Appropriate for: Social studies, science*

**TASK 17:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), developing a hypothesis, and conducting an experiment examining \_\_\_\_\_ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusions can you draw?  
*Appropriate for: Science lab work and reporting.*

## INFORMATIONAL OR EXPLANATORY/SYNTHESIS TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 18:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that explains \_\_\_\_\_ (content). What conclusion or implications can you draw? Cite \_\_\_\_\_ (number) sources, pointing out key elements from each source. **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Also, identify any gaps or unanswered questions. All levels: Include a bibliography of sources.  
*Appropriate for: Social studies, science*

**TASK 19:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write an \_\_\_\_\_ (essay or substitute) that explains \_\_\_\_\_ (content). What conclusion or implications can you draw? Cite \_\_\_\_\_ (number) sources, pointing out key elements from each source. **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions. All levels: Include a bibliography of your sources.  
*Appropriate for: ELA, social studies, science*

## INFORMATIONAL OR EXPLANATORY/ANALYSIS TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 20:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that analyzes \_\_\_\_\_ (content), providing evidence to illustrate and clarify your analysis. What conclusion or implications can you draw from your research? **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions. All: Include a bibliography of your sources.  
*Appropriate for: Social studies, science*

**TASK 21:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_ (report, essay or substitute) that addresses the question and analyzes \_\_\_\_\_ (content), providing examples to illustrate and clarify your analysis. What conclusion or implications can you draw? **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions. Optional: Include a bibliography of your sources.  
*Appropriate for: ELA, social studies, science*

## INFORMATIONAL OR EXPLANATORY/COMPARISON TEMPLATE TASKS (ELA, SOCIAL STUDIES, SCIENCE)

**TASK 22:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that compares \_\_\_\_\_ (content). **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions.  
*Appropriate for: Social studies, science*

**TASK 23:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_ (essay, report, or substitute) that compares \_\_\_\_\_ (content). **L2** In your discussion, address the credibility and origin of sources in view of your research topic. **L3** Identify any gaps or unanswered questions.  
*Appropriate for: ELA, social studies, science*

## INFORMATIONAL OR EXPLANATORY/CAUSE-EFFECT TEMPLATE TASKS (SOCIAL STUDIES, SCIENCE)

**TASK 24:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that examines the causes of \_\_\_\_\_ (content) and explains the effects \_\_\_\_\_ (content). What implications can you draw? Support your discussion with evidence from the texts.  
*Appropriate for: Social studies, science*

**TASK 25:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (report or substitute) that examines the causes of \_\_\_\_\_ (content) and explains the effect \_\_\_\_\_ (content). What implications can you draw? Support your discussion with evidence from the text.  
*Appropriate for: Social studies, science*

## NARRATIVE/DESCRIPTION TEMPLATE TASKS (ELA, SOCIAL STUDIES)

**TASK 26:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (narrative or substitute) that describes \_\_\_\_\_ (content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative.  
*Appropriate for: ELA, social studies*

**TASK 27:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts) about \_\_\_\_\_ (content), write a \_\_\_\_\_ (narrative or substitute) from the perspective of \_\_\_\_\_ (content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop a narrative effect in your work.  
*Appropriate for: (ELA, Social Studies)*

**TASK 28:** After researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_ (narrative or substitute) that relates \_\_\_\_\_ (content) and the events that \_\_\_\_\_ (content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop your work.  
*Appropriate for: ELA, social studies*

**TASK 29:** [Insert essential question.] After reading \_\_\_\_\_ (literature or informational texts) about \_\_\_\_\_ (content), write a \_\_\_\_\_ (narrative or substitute) that relates \_\_\_\_\_ (content). **L2** Use stylistic devices (e.g. imagery, tone, humor, suspense) to develop your work.  
*Appropriate for: ELA, social studies*

# Template task organization

The template tasks are organized around writing types and text structures, related to the critical thinking demands and the interdependence of reading and writing outlined in the CCSS.

**WRITING TYPES.** Fundamentally, the core standards for writing require students to exhibit critical thinking related to three overarching writing approaches: 1) argumentation—to make arguments, 2) informational/explanatory—to inform or explain, and 3) narrative—to narrate.

**TEXT STRUCTURES.** Within these three critical thinking areas—argumentation, informational or explanatory, and narrative—the template tasks address a second layer of cognitive demands outlined in the CCSS: text structures (also called “modes of discourse”). Specifically, the following text structures define each prompt and are embedded in both what students reads and the types of writing they do:

**Definition:** explaining the explicit and implicit meanings of a concept, topic, or idea

**Description:** providing details that illustrate a character, place, or event

**Procedural-Sequential:** relating chronological or sequential events in some order

**Synthesis:** summarizing; integrating important elements of an idea, concept, or topic

**Analysis:** examining by breaking down the elements of an idea, topic, concept, issue, or theme

**Comparison:** contrasting similarities and differences

**Evaluation:** providing a point of view based on a set of principles or criteria; critiquing; recommending

**Problem/Solution:** examining a problem and proposing a solution(s)

**Cause/Effect:** identifying a cause for an event or condition and examining the effect(s)

The chart below shows how text structure and writing type intersect and rely on each other. Within each intersection, the chart suggests applicability to ELA, social studies, and/or science.

	Argumentation	Informational or Explanatory	Narrative
DEFINITION	n/a	ELA, social studies, science	n/a
DESCRIPTION	n/a	ELA, social studies, science	ELA, social studies
PROCEDURAL-SEQUENTIAL	n/a	social studies, science	ELA, social studies
SYNTHESIS	n/a	ELA, social studies, science	n/a
ANALYSIS	ELA, social studies, science	ELA, social studies, science	n/a
COMPARISON	ELA, social studies, science	ELA, social studies, science	n/a
EVALUATION	ELA, social studies, science	n/a	n/a
PROBLEM/SOLUTION	social studies, science	n/a	n/a
CAUSE/EFFECT	social studies, science	science, social studies	n/a