

**SWAWP RUBRIC v.2**

Student Name: \_\_\_\_\_

PTP/L Teacher: \_\_\_\_\_

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

Inquiry _____/4	Organization/Purpose _____/20	Evidence/Elaboration _____/20	Grammar _____/6	TOTAL _____/50
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<b>I N Q U I R Y</b>	<b>Category</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>Thinking</b>	Shows evidence of thinking (expressing ideas, posing higher level questions, taking notes, reflecting on the inquiry) that pushes/challenges the community's thinking.	Shows evidence of thinking (expressing ideas, posing higher level questions, taking notes, reflecting on the inquiry) that pushes/challenges one's own thinking.	Shows no evidence of thinking.
	<b>Citizenship</b>	Demonstrates intellectual safety throughout the inquiry by actively participating and listening, respecting others, and being open to their perspectives.	Occasionally demonstrates intellectual safety during the inquiry by actively participating and listening, respecting others, and being open to their perspectives.	Not contributing to an intellectually safe environment.

<b>O R G A N I Z A T I O N / P U R P O S E</b>	<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>Graphic Organizer</b>	Each block is appropriately completed.		Missing one or more blocks.		No Graphic Organizer
	<b>Claim</b>	Clear <u>and</u> consistent.	Clear <u>and</u> mostly consistent.	Confusing <u>or</u> inconsistent.	Confusing <u>and</u> inconsistent.	No Claim
	<b>Counterclaim Statement</b>	Clear <u>and</u> opposes the claim.		Clear <u>but</u> does not oppose the claim.		No Counterclaim
	<b>Conclusion</b>	Paraphrases both claim <u>and</u> reason.	Restates both claim <u>and</u> reason.	Does not restate the claim <u>or</u> the reason.	Does not restate the claim <u>and</u> the reason.	No Conclusion
	<b>Call to Action</b>	Inspires creative and realistic action.	Inspires obvious/generic action.	Irrelevant <u>or</u> impossible action.	Irrelevant <u>and</u> impossible action.	No Call to Action

<b>EVIDENCE / ELABORATION</b>	Category	4	3	2	1	0
	<b>Annotated Text</b>	Completely annotated (as defined by teacher).		Partially annotated.		Not annotated.
	<b>Evidence</b>	A variety of textual evidence effectively support the claim <u>and</u> counterclaim.	Textual evidence effectively supports claim <u>and</u> counterclaim.	Textual evidence supports claim <u>and</u> counterclaim.	Evidence supports claim <u>or</u> counterclaim.	No evidence
	<b>Significance Statement</b>	Clearly connects and elaborates evidence to reason and claim.	Clearly connects evidence to reason and claim.	Attempts to connect evidence to reason and claim.	Does not connect evidence to reason and claim.	No significance statement.
	<b>Refutation</b>	Clearly invalidates counterclaim and supporting evidence using strong reasoning that connects to the claim.	Invalidates counterclaim and supporting evidence with reasoning that connects to the claim.	Attempts to invalidate counterclaim.		No refutation.
	<b>In-Text Citations</b>	Follows teacher-required format with zero errors.	Follows teacher-required format with minimal errors.	Does not follow teacher-required format.	Attempted, but are inconsistent in format.	No in-text citations.

<b>GRAMMAR</b>	Category	2	1	0
	<b>Mechanics</b>	Proper <u>and</u> consistent use of mechanics: punctuation, capitalization, grammar usage and spelling.	Some mechanical errors throughout: punctuation, capitalization, grammar usage, and spelling. Errors do not affect meaning of text.	Frequent errors in mechanics: punctuation, capitalization, grammar usage, and spelling. Errors distract from essay meaning.
	<b>Transitions</b>	Consistent use of transitions.	Limited use of transitions.	No transitions
	<b>Language</b>	Formal language (no contractions, slang, texting, improper names, etc.) is maintained throughout essay <u>and</u> is appropriate to audience.	Formal language (no contractions, slang, texting, improper names, etc.) is attempted, <u>but</u> inconsistent throughout essay.	Informal language is used throughout essay (contractions, slang, texting, improper names, etc.).