

## Argument Writing Rubric

**Directions:** Score the paper by circling the appropriate rubric scale score for each criteria item. To arrive at a single score, determine the mode or median based on all the scores. For items that are weighted double, input the score twice in your calculations. Then use the conversion scale at the end of this figure to arrive at a percentage score and translate to a grade, if needed.

IDEA AND DEVELOPMENT	<b>Task, Purpose, and Audience</b> Adhere to the task, purpose, and audience.	<i>Clear focus on the task and purpose that takes into account the needs of the audience</i>	<i>Clear focus on the task and articulates the purpose</i>	<i>Generally articulates the topic in task</i>	<i>Unaware of task, purpose, and audience</i>					
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	<b>Title</b> Include a distinctive or original title to support the topic.	<i>Conveys claim in a distinctive and compelling way; sophisticated</i>	<i>Conveys claim in an original way</i>	<i>Conveys claim in a straightforward way</i>	<i>Confusing tie to claim</i>	<i>No title</i>				
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	<b>Introduction: Hook and Context</b> Create a hook to draw in the reader and provide context.	<i>Attractive opening draws in readers and provides clear context for argument; sophisticated</i>	<i>Opening draws in readers and provides context</i>	<i>Opening attempts to engage and provides some context</i>	<i>Weakly stated hook or insufficient context; clearly incomplete</i>	<i>No hook or context</i>				
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	<b>Introduction: Thesis</b> Introduce a claim through the thesis statement; use a subordinate clause to set up the argument; focus on debatable topic.	<i>Thoughtful thesis clearly states the claim and includes a subordinate clause to set up the argument; focuses on debatable topic; sophisticated</i>	<i>Thesis states claim using subordinate clause as setup; focuses on debatable topic</i>	<i>Thesis focuses on debatable topic</i>	<i>Weakly stated or unclear thesis; not debatable</i>	<i>No thesis</i>				
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

IDEAS AND DEVELOPMENT	<b>Body Paragraphs: Reasoning</b>	<i>Clear, logical, and compelling reasons link tightly to thesis; logically ordered to enhance argument; sophisticated</i>	<i>Clear and logical reasons support the thesis; logically ordered</i>	<i>Reasons sometimes provide loose connections to thesis or general topic; order somewhat haphazard in places</i>	<i>Weak, illogical, or incomplete reasons; lacks connection to thesis</i>	
	Support the claim with logical reasons.					
		4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0
IDEAS AND DEVELOPMENT	<b>Body Paragraphs: Evidence</b>	<i>Altogether relevant, accurate, compelling, and developed evidence (facts, data, examples) from multiple credible sources to support claim; seamless integration; proper citations throughout; sophisticated</i>	<i>Relevant, accurate, and developed evidence (facts, data, examples) from multiple credible sources to support claim; smooth integration; proper citations</i>	<i>Relevant evidence; limited credible sources used; evidence somewhat developed to support claim; choppy integration; most citations included</i>	<i>Any of these apply: little, if any, evidence to support position; irrelevant evidence; lacks development; one source used; mostly incorrect or plagiarized; lacks complete citations</i>	
	Use relevant evidence from multiple accurate, credible sources; integrate evidence smoothly; use no plagiarizing; include proper citation.					
		4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0
IDEAS AND DEVELOPMENT	<b>Body Paragraphs: Elaboration and Ending</b>	<i>Elaboration provides clear and astute interpretation of necessary evidence; concluding sentence wraps up paragraph well or segues to next one</i>	<i>Strong elaboration provided most of the time to interpret evidence; satisfying ending sentence</i>	<i>Some elaboration provided; ending somewhat satisfying</i>	<i>Weak, incorrect, or missing elaboration; weak ending sentence</i>	<i>No elaboration and ending sentence</i>
	Interpret, explain, or provide commentary of the evidence; provide a paragraph conclusion.					
		4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0

**Figure 3.6:** Argumentation writing rubric.

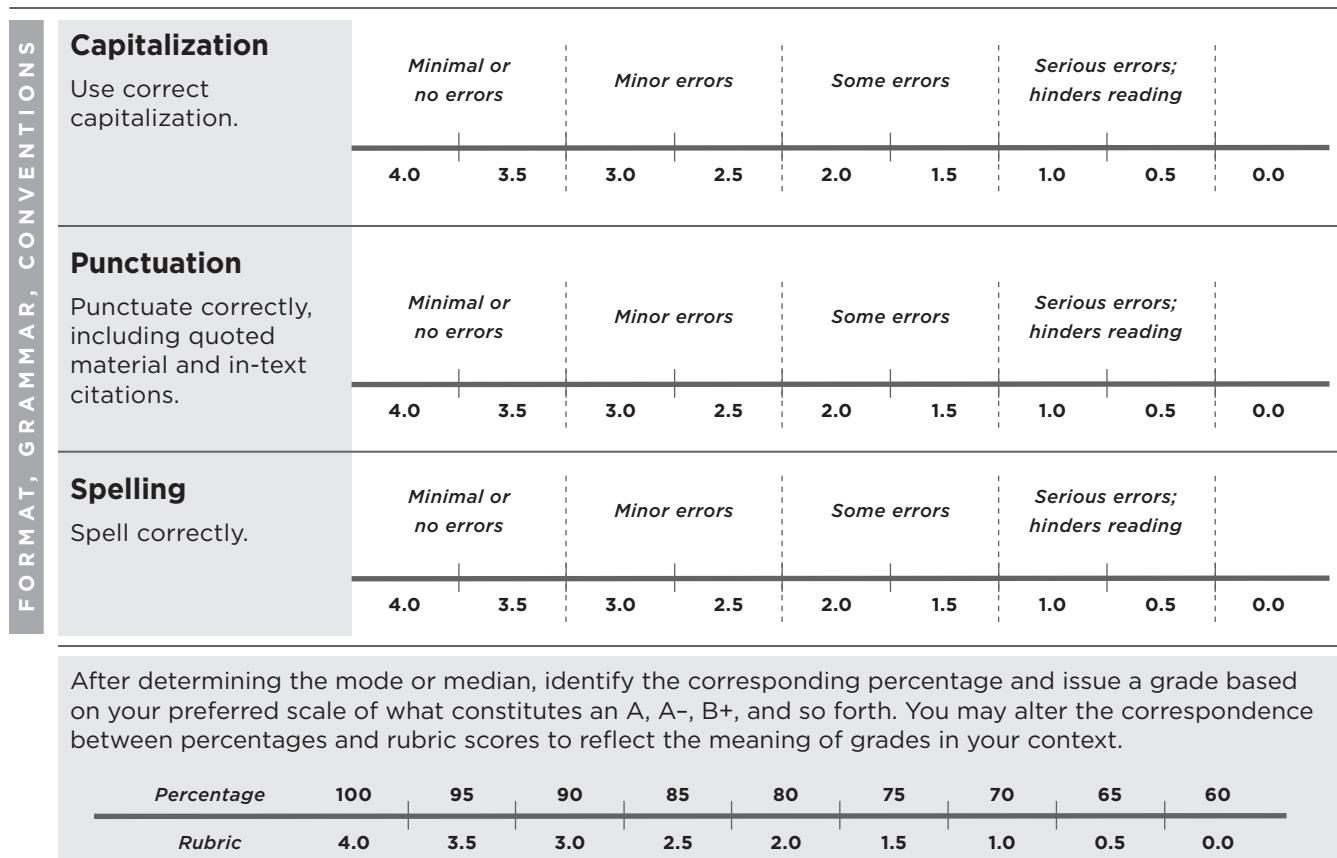
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IDEA AND DEVELOPMENT	Counterclaims					No acknowledgment of opposing claim			
	Clearly and thoughtfully acknowledges and refutes the opposing claim(s); well structured in either its own paragraph or woven throughout paper; sophisticated	Acknowledges and addresses opposing claim(s); clear structure within paper	Somewhat acknowledges and addresses opposing claim(s); structure somewhat intact	Weakly acknowledges opposing claim(s); haphazard structure					
	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
Conclusion	Clearly sums up thesis and important points without repeating verbatim; call to action (if needed) or reflective ending clearly strong; sophisticated	Sums up thesis and important points fairly well; no repetition of thesis; call to action (if needed) or reflective ending strong	Adequately sums up thesis and important points; little or no repetition of thesis; call to action (if needed) or reflective ending somewhat strong	Weakly sums up thesis or important points or repeats thesis almost or entirely verbatim; incomplete; weak or no call to action (if needed) or reflective ending	No conclusion				
	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
Organization	Logically organized as a whole paper and within paragraphs to facilitate comprehension in support of a position; sophisticated	Mostly logically organized	Somewhat logically organized	Weak or haphazard organization; difficult to follow					
	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
Paragraphing	Paragraphing and indenting completely intact	Mostly all correct usage of paragraphing and indenting	Some paragraphing errors	Mostly all one paragraph	Multiple-paragraph paper reduced to one paragraph				
	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

Language and Style	Point of View and Style					
	Maintains consistent point of view throughout paper; consistently uses formal style and objective tone suited to audience; sophisticated	Mostly consistent point of view; generally uses formal style and objective tone	Point of view somewhat intact; adequately uses formal style and objective tone	Weak sense of point of view; style and tone inconsistent; informal style and subjective tone		
	4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0					
Word Choice	Use grade-appropriate general academic and domain-specific words and phrases; select and use strong words appropriate for an argument (that is, pointed yet not biased or emotional); avoid unnecessary repetition.	Consistently accurate and strong choice and usage of words and phrases; sophisticated language; no emotionally charged words or repetition (unless used for effect)	Mostly accurate and strong choice and usage of words and phrases; no emotional or biased language; some unnecessary repetition, but minor	Adequate choice and usage of words and phrases; some emotionally charged or biased language; fair amount of unnecessary repetition	Rarely uses appropriate or strong words and phrases; emotionally charged language; replete with unnecessary repetition	
	4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0					
Transitions From Paragraph to Paragraph	Use words, phrases, and clauses between paragraphs to create cohesion and clarify the relationships among claim, counterclaims, reasons, and evidence.	Thoughtful use of transitions to link paragraphs and create cohesion and clarification; sophisticated	Appropriate and sufficient transitions used to link paragraphs and create cohesion and clarification	Somewhat appropriate and sufficient transitions used	Weak use of transitions; additional or more appropriate transitions needed	No transitions to link paragraphs
	4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0					
Transitions Between Sentences	Use transitions within paragraphs for fluid reading.	Thoughtful use of transitional words, phrases, and clauses to link sentences; very fluid reading; sophisticated	Appropriate and sufficient transitions to connect sentences so reading flows	Somewhat appropriate and sufficient use of transitions	Little or no transitions within paragraph; very halted reading	No transitions to link sentences
	4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0					

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FORMAT, GRAMMAR, CONVENTIONS TRANSITIONS AND SENTENCE STRUCTURE	<b>Complete Sentences</b>	No run-ons; all sentences are complete	Minimal sentence structure errors	Sentence structure errors sometimes distract from reading	Many sentence structure errors interfere with meaning	
	Produce complete sentences; no run-ons.	4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0
<b>Sentence Beginning Variety</b>	Include a variety of sentence beginnings.	Thoughtful, consistent, and sophisticated use of a variety of sentence beginnings (for example, subjects, prepositional phrases, adverbs, and dependent clauses)	Variety of sentence beginnings used	Some sentences begin in the same way	Most or all sentences begin in the same way by either the same word or the same type (for example, all subjects)	
		4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0
<b>Sentence Structure Variety</b>	Vary sentence patterns for meaning and style (for example, simple, compound, complex).	Thoughtful, consistent, and sophisticated use of sentence structure variety	Mostly uses sentence structure variety	Most sentences have the same sentence structure, so there is little cadence	All sentences are simple or compound	
		4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0
<b>Presentation and Formatting</b>	Adhere to proper formatting for a paper, in-text citations, and a Works Cited document.	Completely adheres to proper formatting	Mostly adheres to proper formatting	Somewhat adheres to proper formatting	Altogether weak formatting that confuses and distracts readers	No format
		4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0
<b>Grammar</b>	Use proper grammar, including writing in active voice and using correct verb tense.	Minimal or no errors	Minor errors	Some errors	Serious errors; hinders reading	
		4.0      3.5	3.0      2.5	2.0      1.5	1.0      0.5	0.0



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