

IDEA AND DEVELOPMENT	<p>Body Paragraphs: Reasoning</p> <p>Support the claim with logical reasons.</p>	<p><i>Clear, logical, and compelling reasons link tightly to thesis; logically ordered to enhance argument; sophisticated</i></p>	<p><i>Clear and logical reasons support the thesis; logically ordered</i></p>	<p><i>Reasons sometimes provide loose connections to thesis or general topic; order somewhat haphazard in places</i></p>	<p><i>Weak, illogical, or incomplete reasons; lacks connection to thesis</i></p>				
	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	<p>Body Paragraphs: Evidence</p> <p>Use relevant evidence from multiple accurate, credible sources; integrate evidence smoothly; use no plagiarizing; include proper citation.</p>	<p><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></p>	<p><i>Relevant, accurate, and developed evidence (facts, data, examples) from multiple credible sources to support claim; smooth integration; proper citations</i></p>	<p><i>Relevant evidence; limited credible sources used; evidence somewhat developed to support claim; choppy integration; most citations included</i></p>	<p><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></p>				
4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0	
<p>Body Paragraphs: Elaboration and Ending</p> <p>Interpret, explain, or provide commentary of the evidence; provide a paragraph conclusion.</p>	<p><i>Elaboration provides clear and astute interpretation of necessary evidence; concluding sentence wraps up paragraph well or segues to next one</i></p>	<p><i>Strong elaboration provided most of the time to interpret evidence; satisfying ending sentence</i></p>	<p><i>Some elaboration provided; ending somewhat satisfying</i></p>	<p><i>Weak, incorrect, or missing elaboration; weak ending sentence</i></p>	<p><i>No elaboration and ending sentence</i></p>				
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	<p>Counterclaims</p> <p>Acknowledge alternate or opposing claims and distinguish the claim(s) from the asserted position by providing counterevidence and elaboration.</p>	<p><i>Clearly and thoughtfully acknowledges and refutes the opposing claim(s); well structured in either its own paragraph or woven throughout paper; sophisticated</i></p>	<p><i>Acknowledges and addresses opposing claim(s); clear structure within paper</i></p>	<p><i>Somewhat acknowledges and addresses opposing claim(s); structure somewhat intact</i></p>	<p><i>Weakly acknowledges opposing claim(s); haphazard structure</i></p>	<p><i>No acknowledgment of opposing claim</i></p>	<p>4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0</p>
	<p>Conclusion</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Clearly sums up thesis and important points without repeating verbatim; call to action (if needed) or reflective ending clearly strong; sophisticated</i></p>	<p><i>Sums up thesis and important points fairly well; no repetition of thesis; call to action (if needed) or reflective ending strong</i></p>	<p><i>Adequately sums up thesis and important points; little or no repetition of thesis; call to action (if needed) or reflective ending somewhat strong</i></p>	<p><i>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</i></p>	<p><i>No conclusion</i></p>	<p>4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0</p>
ORGANIZATION	<p>Structure</p> <p>Organize body paragraphs and evidence within them logically to facilitate a convincing argument.</p>	<p><i>Logically organized as a whole paper and within paragraphs to facilitate comprehension in support of a position; sophisticated</i></p>	<p><i>Mostly logically organized</i></p>	<p><i>Somewhat logically organized</i></p>	<p><i>Weak or haphazard organization; difficult to follow</i></p>	<p>4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0</p>	
	<p>Paragraphing</p> <p>Know when to begin a new paragraph and how to indent paragraphs.</p>	<p><i>Paragraphing and indenting completely intact</i></p>	<p><i>Mostly all correct usage of paragraphing and indenting</i></p>	<p><i>Some paragraphing errors</i></p>	<p><i>Mostly all one paragraph</i></p>	<p><i>Multiple-paragraph paper reduced to one paragraph</i></p>	<p>4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0</p>

LANGUAGE AND STYLE	<p>Point of View and Style</p> <p>Maintain consistent point of view; establish and maintain formal style and objective tone.</p>	<p><i>Maintains consistent point of view throughout paper; consistently uses formal style and objective tone suited to audience; sophisticated</i></p>	<p><i>Mostly consistent point of view; generally uses formal style and objective tone</i></p>	<p><i>Point of view somewhat intact; adequately uses formal style and objective tone</i></p>	<p><i>Weak sense of point of view; style and tone inconsistent; informal style and subjective tone</i></p>	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0	
	<p>Word Choice</p> <p>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.</p>	<p><i>Consistently accurate and strong choice and usage of words and phrases; sophisticated language; no emotionally charged words or repetition (unless used for effect)</i></p>	<p><i>Mostly accurate and strong choice and usage of words and phrases; no emotional or biased language; some unnecessary repetition, but minor</i></p>	<p><i>Adequate choice and usage of words and phrases; some emotionally charged or biased language; fair amount of unnecessary repetition</i></p>	<p><i>Rarely uses appropriate or strong words and phrases; emotionally charged language; replete with unnecessary repetition</i></p>	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0	
TRANSITIONS AND SENTENCE STRUCTURE	<p>Transitions From Paragraph to Paragraph</p> <p>Use words, phrases, and clauses between paragraphs to create cohesion and clarify the relationships among claim, counterclaims, reasons, and evidence.</p>	<p><i>Thoughtful use of transitions to link paragraphs and create cohesion and clarification; sophisticated</i></p>	<p><i>Appropriate and sufficient transitions used to link paragraphs and create cohesion and clarification</i></p>	<p><i>Somewhat appropriate and sufficient transitions used</i></p>	<p><i>Weak use of transitions; additional or more appropriate transitions needed</i></p>	<p><i>No transitions to link paragraphs</i></p>	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	<p>Transitions Between Sentences</p> <p>Use transitions within paragraphs for fluid reading.</p>	<p><i>Thoughtful use of transitional words, phrases, and clauses to link sentences; very fluid reading; sophisticated</i></p>	<p><i>Appropriate and sufficient transitions to connect sentences so reading flows</i></p>	<p><i>Somewhat appropriate and sufficient use of transitions</i></p>	<p><i>Little or no transitions within paragraph; very halted reading</i></p>	<p><i>No transitions to link sentences</i></p>	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

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

FORMAT, GRAMMAR, CONVENTIONS	Capitalization Use correct capitalization.	<i>Minimal or no errors</i>	<i>Minor errors</i>	<i>Some errors</i>	<i>Serious errors; hinders reading</i>					
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	Punctuation Punctuate correctly, including quoted material and in-text citations.	<i>Minimal or no errors</i>	<i>Minor errors</i>	<i>Some errors</i>	<i>Serious errors; hinders reading</i>					
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
	Spelling Spell correctly.	<i>Minimal or no errors</i>	<i>Minor errors</i>	<i>Some errors</i>	<i>Serious errors; hinders reading</i>					
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

After determining the mode or median, identify the corresponding percentage and issue a grade based on your preferred scale of what constitutes an A, A-, B+, and so forth. You may alter the correspondence between percentages and rubric scores to reflect the meaning of grades in your context.

<i>Percentage</i>	100	95	90	85	80	75	70	65	60
<i>Rubric</i>	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

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