

WRITING RUBRIC: Argumentative Essay

	4 EXCEEDS THE STANDARD <i>(Advanced application of skill)</i>	3 MEETS THE STANDARD <i>(Solid application of skill)</i>	2 NEARLY MEETS THE STANDARD <i>(Partial application of skill)</i>	1 BEGINNING TO ADDRESS STANDARDS <i>(Minimal application of skill)</i>
ARGUMENTS: Thesis, Claims and Counterclaims	Arguments are fully sustained and consistently and purposefully focused : <ul style="list-style-type: none"> thesis (main claim) is clearly stated, focused and strongly maintained through the use of claim (or counterclaim) topic sentences (reasons) and quality concluding sentences alternate claims or counterclaims are clearly and adequately addressed thesis is introduced and communicated clearly, and effectively placed in context 	Arguments are adequately sustained and generally focused : <ul style="list-style-type: none"> thesis (main claim) is clear and for the most part maintained, though some loosely related material may be present most (not necessarily all) topic sentences are claims (or alternate claims or counterclaims) that sustain the thesis context provided for the thesis is adequate there is a clear, but incomplete, attempt to address alternate claims or counterclaims 	Arguments are somewhat sustained and may have a minor drift in focus : <ul style="list-style-type: none"> may be clearly focused on the thesis (main claim) but is insufficiently sustained (multiple topic sentences are not clearly stated claim topic sentences) conversely, thesis (main claim on the issue) may be somewhat unclear and unfocused counterclaims are not adequately addressed, or the attempt is too minimal to be successful 	Arguments, if present, may be related to the purpose but may offer little or no focus (or little relevant detail) <ul style="list-style-type: none"> may be very brief may have a major drift thesis (main claim) may be confusing or ambiguous most topic sentences are not claim topic sentences (reasons) that explain or advance the argument no counterclaims are presented
EVIDENCE AND CITATIONS	The response provides thorough and convincing support/evidence for the writer's thesis (main claim). It includes the effective use of sources, facts, and details . The response achieves substantial depth that is specific and relevant : <ul style="list-style-type: none"> evidence selected from sources is smoothly integrated, relevant, and concrete (specific) plenty of MLA parenthetical citations are used to cite evidence (and most are formatted properly) 	The response provides adequate support/evidence for the writer's thesis (main claim). It includes sufficient use of sources, facts, and details . The response achieves some depth and specificity but is often general in nature: <ul style="list-style-type: none"> evidence selected from sources is adequately integrated, and often relevant and concrete (with some exceptions) a sufficient number of MLA parenthetical citations are used to cite evidence, although some may be inconsistent or imprecise 	The response provides uneven, cursory support/evidence for the writer's thesis (main claim). It includes partial or uneven use of sources, facts, and details . The response achieves little depth : <ul style="list-style-type: none"> evidence from sources is weakly integrated and inconsistently relevant or concrete (specific) too few MLA parenthetical citations are used to cite evidence conversely, if sufficient citations are present, they are usually incomplete or incorrectly done) 	The response provides minimal support/evidence for the writer's thesis (main claim). It includes little or no use of sources, facts, and details : <ul style="list-style-type: none"> use of evidence from sources is minimal, absent, in error, or irrelevant there may be no MLA parenthetical citations in the paper
ORGANIZATION	The response has a clear and effective organizational structure , creating unity and completeness: <ul style="list-style-type: none"> effective introduction and conclusion for audience and purpose effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end strong connections among ideas, with some syntactic variety 	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected : <ul style="list-style-type: none"> adequate introduction and conclusion adequate use of transitional strategies, with some variety adequate progression of ideas from beginning to end adequate, if slightly inconsistent, connection among ideas 	The response has an inconsistent organizational structure and flaws are evident: <ul style="list-style-type: none"> introduction and / or conclusion, if present, are weak and should be revised inconsistent use of basic transitional strategies, with little variety uneven progression of ideas from beginning to end weak connection among ideas 	The response has little or no discernible organizational structure : <ul style="list-style-type: none"> lacks a traditional introduction and / or conclusion few or no basic transitional strategies are evident frequent extraneous ideas may intrude, making the paper difficult to follow

