

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

**Body Paragraphs:  
Reasoning**

Support the claim with logical reasons.

*Clear, logical, and compelling reasons link tightly to thesis; logically ordered to enhance argument; sophisticated*

*Clear and logical reasons support the thesis; logically ordered*

*Reasons sometimes provide loose connections to thesis or general topic; order somewhat haphazard in places*

*Weak, illogical, or incomplete reasons; lacks connection to thesis*

4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0

**Body Paragraphs:  
Evidence**

Use relevant evidence from multiple accurate, credible sources; integrate evidence smoothly; use no plagiarizing; include proper citation.

*Altogether relevant, accurate, compelling, and developed evidence (facts, data, examples) from multiple credible sources to support claim; seamless integration; proper citations throughout; sophisticated*

*Relevant, accurate, and developed evidence (facts, data, examples) from multiple credible sources to support claim; smooth integration; proper citations*

*Relevant evidence; limited credible sources used; evidence somewhat developed to support claim; choppy integration; most citations included*

*Any of these apply: little, if any, evidence to support position; irrelevant evidence; lacks developed evidence; one source used; mostly incorrect or plagiarized; lacks complete citations*

4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0

**Body Paragraphs:  
Elaboration and  
Ending**

Interpret, explain, or provide commentary of the evidence; provide a paragraph conclusion.

*Elaboration provides clear and astute interpretation of necessary evidence; concluding sentence wraps up paragraph well or segues to next one*

*Strong elaboration provided most of the time to interpret evidence; satisfying ending sentence*

*Some elaboration provided; ending somewhat satisfying*

*Weak, incorrect, or missing elaboration; weak ending sentence*

*No elaboration and ending sentence*

4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0

IDEA AND DEVELOPMENT

**Counterclaims**

Acknowledge alternate or opposing claims and distinguish the claim(s) from the asserted position by providing counterevidence and elaboration.

*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*

*No acknowledgment of opposing claim*

4.0      3.5      3.0      2.5      2.0      1.5      1.0      0.5      0.0

**Conclusion**

Provide a concluding statement or section that follows from and supports the argument presented.

*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

**Structure**

Organize body paragraphs and evidence within them logically to facilitate a convincing argument.

*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**

Know when to begin a new paragraph and how to indent paragraphs.

*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 / Style**

Maintain consistent point of view; establish and maintain formal style and objective tone.

*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 (i.e., 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 AND SENTENCE STRUCTURE

**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

TRANSITIONS AND SENTENCE STRUCTURE

**Complete Sentences**

Produce complete sentences; no run-ons.

*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*

4.0    3.5    3.0    2.5    2.0    1.5    1.0    0.5    0.0

**Sentence Beginning Variety**

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 (e.g., all subjects)*

4.0    3.5    3.0    2.5    2.0    1.5    1.0    0.5    0.0

**Sentence Structure Variety**

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 and/or compound*

4.0    3.5    3.0    2.5    2.0    1.5    1.0    0.5    0.0

FORMAT, GRAMMAR, CONVENTIONS

**Presentation and Formatting**

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

**Grammar**

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

# REPRODUCIBLE

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.

<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

Source: Kathy Tuchman Glass and Nicole Dimich Vagle.