

Figure 1.6: Argumentation Writing Analytic Rubric, Secondary Level

Argument Writing Rubric										
<p>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.</p>										
IDEA AND DEVELOPMENT	<p>Task, Purpose, and Audience</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>Title</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>Introduction: Hook and Context</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>Introduction: Thesis</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 citations.

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 development; 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	<p>Counterclaims</p> <p>Acknowledge alternate or opposing claims and distinguish the claim or claims from the asserted position by providing counterevidence and elaboration.</p>	<p><i>Clearly and thoughtfully acknowledges and refutes the opposing claim or claims; well structured in either its own paragraph or woven throughout paper; sophisticated</i></p>	<p><i>Acknowledges and addresses opposing claim or claims; clear structure within paper</i></p>	<p><i>Somewhat acknowledges and addresses opposing claim or claims; structure somewhat intact</i></p>	<p><i>Weakly acknowledges opposing claim or claims; 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>

Source: © 2017 by Kathy Tuchman Glass and Nicole Dimich Vagle.