

## Argumentative Essay Rubric

### 4 = Above Proficient

#### Statement of Purpose/Focus/Organization (40%)

- This response is fully sustained and consistently and purposefully focused:
  - Claim is clearly stated, focused, strongly maintained.
  - Alternate or opposing claims are clearly addressed.
  - Claim is introduced and communicated clearly within the purpose, audience, and task.
- This response has a clear, effective organizational structure creating unity and completeness:
  - Effective, consistent use of a variety of transitional strategies to clarify relationships between ideas
  - Logical progression of ideas from beginning to end
  - Effective introduction and conclusion for audience and purpose
  - Strong connections among ideas with some syntactic variety

#### Evidence/Elaboration (40%)

- The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:
  - Use of evidence from sources is cited, smoothly integrated, comprehensive, relevant, and concrete.
  - Effective use of a variety of elaborative techniques
- The response clearly and effectively expresses ideas using precise language:
  - Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose.

#### Conventions/Editing (20%)

- The response has few, if any, errors in grammar, usage, punctuation, capitalization, and/or spelling.

### 3 = Proficient

#### Statement of Purpose/Focus/Organization (40%)

- This response is adequately sustained and generally focused:
  - Claim is clear and mostly maintained, though some loosely related material may be present.
  - Alternate or opposing claims are included, but may not be completely addressed.
  - Context provided for the claim is adequate within the purpose, audience, and task.
- This response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:
  - Adequate use of transitional strategies with some variety to clarify relationships between ideas
  - Adequate progression of ideas from beginning to end
  - Adequate introduction and conclusion for audience and purpose
  - Adequate, if slightly inconsistent, connection among ideas

#### Evidence/Elaboration (40%)

- The response provides adequate support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general.
  - Some evidence from sources is integrated, though citations may be general or imprecise.
  - Adequate use of some elaborative techniques
- The response adequately expresses ideas, employing a mix of precise and more general language:
  - Use of domain-specific vocabulary is mostly appropriate for the audience and purpose.

#### Conventions/Editing (20%)

- The response has only a few errors in grammar, usage, punctuation, capitalization, and/or spelling.

## **2 = Below Proficient**

### **Statement of Purpose/Focus/Organization (40%)**

- This response is somewhat sustained and may have a minor drift in focus:
  - May be clearly focused on the claim but is insufficiently sustained.
  - Claim on the issue may be somewhat unclear and/or unfocused.
- This response has an inconsistent organizational structure, and flaws are evident:
  - Inconsistent use of basic transitional strategies with little variety
  - Uneven progression of ideas from beginning to end
  - Introduction and conclusion, if present, are weak.
  - Weak connections among ideas

### **Evidence/Elaboration (40%)**

- The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details and achieves little depth:
  - Evidence from sources is weakly integrated, and citations, if present, are uneven.
  - Weak or uneven use of elaborative techniques
- The response expresses ideas unevenly using simplistic language:
  - Use of domain-specific vocabulary may at times be inappropriate for the audience and purpose.

### **Conventions/Editing (20%)**

- The response demonstrates an adequate command of conventions.
  - Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed.
  - Adequate use of punctuation, capitalization, and spelling.

## **1 = Far Below Proficient**

### **Statement of Purpose/Focus/Organization (40%)**

- This response may be related to the topic but may offer little relevant detail:
  - May be very brief
  - May have a major drift of focus
  - Claim may be confusing, ambiguous, or nonexistent.
- This response has little or no discernible organizational structure:
  - Few or no transitional strategies are evident.
  - Frequent extraneous ideas may intrude.

### **Evidence/Elaboration (40%)**

- The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:
  - Evidence from sources is minimal, absent, in error, or irrelevant.
- The response's expression of ideas is vague, lacks clarity, or is confusing:
  - Uses limited language or domain-specific vocabulary
  - May have little sense of audience or purpose.

### **Conventions/Editing (20%)**

- The response demonstrates a partial command of conventions:
  - Errors in usage may obscure meaning.
  - Inconsistent use of punctuation, capitalization, and spelling.

## **0 = Unscorable**

This response is insufficient, illegible, in a foreign language, incoherent, off-topic, or off-purpose.