**Category** | **FOCUS (Introduction)** | **ORGANIZATION (Body & Conclusion) Counterclaim/Rebuttal** | **TEXTUAL EVIDENCE** | **LANGUAGE/ VOCABULARY/ CONVENTIONS** | **CONTENT** | **Performance Levels** | **Circle One:** Self Peer Teacher
---|---|---|---|---|---|---|---
**FOCUS (Introduction)** | B— | B— | B— | B— | B— | 20-19 = Advanced | 20 TOTAL POINTS = _____/20
**M—** | M— | M— | M— | M— | M— | 18-17 = Accelerated | ADV ACC PRO BAS LIM
**E—** | E— | E— | E— | E— | E— | 16-14 = Proficient | MOY TOTAL POINTS = _____/20
**Performance Levels** | 13-12 = Basic | 20 TOTAL POINTS = _____/20 | ADV ACC PRO BAS LIM | 11-0 = Limited | EYO TOTAL POINTS = _____/20 | ADV ACC PRO BAS LIM

**Directions:** Place the correct number of points earned next to BOY, MOY, and EOY for each category to track progress across the year.

**Argumentative Writing Rubric**

**THESIS** is consistently appropriate to the task. Attention Getter/Hook and Background is tight.

Skillfully organized—easy to follow, and includes counterclaim/rebuttal; Clear topic sentence for each paragraph. Conclusion restates the thesis, main points and sums up the prompt.

Clear and convincing reasoning supported by relevant textual evidence for each topic sentence.

Meaning is enhanced by language and vocabulary usage. Complex and complete sentences. Paper has been proofread with only 1-2 spelling, grammar, or usage errors.

Response demonstrates full comprehension of ideas by providing an accurate analysis of the text.

**THESIS** is mostly appropriate to the task. Attention Getter/Hook and Background is provided.

Organized and clear—fairly easy to follow; includes counterclaim/rebuttal; Topic sentences for most paragraphs. Conclusion restates the thesis, main points and sums up the prompt.

Reasoning supported by adequate textual evidence for most topic sentence.

Complete sentences. 3-5 spelling, grammar, or usage errors, but the meaning is clear.

Response demonstrates comprehension of ideas by providing a mostly accurate analysis of the text.

**THESIS** is somewhat appropriate to the task. Attention Getter/Hook and/or Background is provided, but could use improvement.

Somewhat organized and clear; Evidence that attempt was made to write a conclusion and counterclaim/rebuttal to the prompt.

Somewhat organized and clear; Evidence that attempt was made to write a conclusion and counterclaim/rebuttal to the prompt.

Reasoning supported by basic textual evidence for at least two topic sentences.

Mostly complete sentences. 6-8 spelling grammar or usage errors, proofreading was not done well; meaning is generally clear.

Sentence fragments. 9 or more spelling, grammar or usage errors, shows little to no evidence of proofreading; meaning is difficult to grasp.

Reasoning supported by limited textual evidence for at least one topic sentence.

Response demonstrates limited comprehension of ideas by providing a generally accurate analysis of the text.

Academic, or content-specific vocabulary usage is too underdeveloped for task. Sentences are incomprehensible. Meaning is impeded.

Response demonstrates no comprehension of ideas by providing an inaccurate analysis of the text.

**THESIS** is limited in its appropriateness to the task. Attention Getter/Hook and/or Background is weak or absent.

Limited cohesion and clarity; Conclusion and/or counterclaim/rebuttal is not aligned to the prompt.

Lacks coherence, clarity, and cohesion; No conclusion and/or counterclaim/rebuttal is evident.

Lacks reasoning supported by textual evidence;

**THESIS** is absent or inappropriate to the task. Attention Getter/Hook and Background is weak or absent.

Lacks coherence, clarity, and cohesion; No conclusion and/or counterclaim/rebuttal is evident.

Lacks reasoning supported by textual evidence;

**THESIS** is absent or inappropriate to the task. Attention Getter/Hook and Background is weak or absent.

Lacks coherence, clarity, and cohesion; No conclusion and/or counterclaim/rebuttal is evident.

Lacks reasoning supported by textual evidence;

**THESIS** is absent or inappropriate to the task. Attention Getter/Hook and Background is weak or absent.

Lacks coherence, clarity, and cohesion; No conclusion and/or counterclaim/rebuttal is evident.

Lacks reasoning supported by textual evidence;