

**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

Category	(4 points)	(3 points)	(2 points)	(1 point)	(0 points)
<b>FOCUS</b> <i>(Introduction)</i> <b>B—</b> <b>M—</b> <b>E—</b>	THESIS is <b>consistently</b> appropriate to the task. Attention Getter/Hook and Background is tight.	THESIS that is <b>mostly</b> appropriate to the task. Attention Getter/Hook and Background is provided.	THESIS is <b>somewhat</b> appropriate to the task. Attention Getter/Hook and/or Background is provided, but could use improvement.	THESIS is <b>limited</b> in its appropriateness to the task. Attention Getter/Hook and/or Background is weak or absent.	THESIS is absent or inappropriate to the task. Attention Getter/Hook and Background is weak or absent.
<b>ORGANIZATION</b> <i>(Body &amp; Conclusion)</i> <i>Counterclaim/Rebuttal</i> <b>B—</b> <b>M—</b> <b>E—</b>	<b>Skillfully</b> organized— <b>easy to follow</b> , and includes <i>counterclaim/rebuttal</i> ; Clear topic sentence for each paragraph. Conclusion restates the thesis, main points and sums up the prompt.	Organized and clear— <b>fairly easy to follow</b> and includes <i>counterclaim/rebuttal</i> ; Topic sentences for most paragraphs. Conclusion restates the thesis, main points and sums up the prompt.	<b>Somewhat</b> organized and clear; Evidence that attempt was made to write a conclusion and <i>counterclaim/rebuttal</i> to the prompt.	<b>Limited</b> cohesion and clarity; Conclusion and/or <i>counterclaim/rebuttal</i> is not aligned to the prompt.	Lacks coherence, clarity, and cohesion; No conclusion and/or <i>counterclaim/rebuttal</i> is evident.
<b>TEXTUAL EVIDENCE</b> <b>B—</b> <b>M—</b> <b>E—</b>	<b>Clear and convincing</b> reasoning supported by relevant textual evidence for each topic sentence.	Reasoning supported by <b>adequate</b> textual evidence for most topic sentence.	Reasoning supported by <b>basic</b> textual evidence for at least two topic sentences.	Reasoning supported by <b>limited</b> textual evidence for at least one topic sentence.	Lacks reasoning supported by textual evidence;
<b>LANGUAGE/ VOCABULARY/ CONVENTIONS</b> <b>B—</b> <b>M—</b> <b>E—</b>	Meaning is <b>enhanced</b> by language and vocabulary usage. <b>Complex and complete</b> sentences. Paper has been proofread with only 1-2 spelling, grammar, or usage errors.	<b>Complete</b> sentences. 3-5 spelling, grammar, or usage errors, but the meaning is <b>clear</b> .	<b>Mostly complete</b> sentences. 6-8 spelling grammar or usage errors, proofreading was not done well; meaning is <b>generally clear</b> .	Sentence <b>fragments. 9 or more</b> spelling, grammar or usage errors, shows little to no evidence of proofreading; meaning is <b>difficult to grasp</b> .	Academic, or content-specific vocabulary usage is too underdeveloped for task. Sentences are <b>incomprehensible</b> . Meaning is <b>impeded</b> .
<b>CONTENT</b> <b>B—</b> <b>M—</b> <b>E—</b>	Response demonstrates <b>full</b> comprehension of ideas by providing an <b>accurate</b> analysis of the text.	Response demonstrates comprehension of ideas by providing a <b>mostly accurate</b> analysis of the text.	Response demonstrates <b>basic</b> comprehension of ideas by providing a <b>generally accurate</b> analysis of the text.	Response demonstrates <b>limited</b> comprehension of ideas by providing a <b>minimally accurate</b> analysis of the text.	Response demonstrates <b>no</b> comprehension of ideas by providing an <b>inaccurate</b> analysis of the text.

**Performance Levels**  
 20-19 = Advanced  
 18-17 = Accelerated  
 16-14 = Proficient  
 13-12 = Basic  
 11-0 = Limited

**BOY TOTAL POINTS = \_\_\_\_/20**  
 ADV    ACC    PRO    BAS    LIM

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**MOY TOTAL POINTS = \_\_\_\_/20**  
 ADV    ACC    PRO    BAS    LIM

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**EOY TOTAL POINTS = \_\_\_\_/20**  
 ADV    ACC    PRO    BAS    LIM

**Circle One:    Self                      Peer                      Teacher**

**Period:** \_\_\_\_\_

**Date:** \_\_\_\_\_    **Date:** \_\_\_\_\_    **Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_