

Researched Argument Rubric

Content & Organization	POINTS EARNED	WGT	TOTAL
<p>ORGANIZATION The essay demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and logical, well-executed progression of ideas, making it easy to follow the writer's point.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thesis statement, topic sentences, and closing ("link") sentences connect & emphasize an argumentative claim <input type="checkbox"/> Ideas within paragraphs are grouped logically <input type="checkbox"/> Transitions link ideas <i>between</i> paragraphs <u>and</u> <i>within</i> paragraphs logically and clearly <input type="checkbox"/> The introduction is inviting and relevant; it hooks the reader, presents the issue's social and intellectual context, and highlights the issue's relevance (the intro answers the questions: So what? Who cares? Why should I care?) <input type="checkbox"/> The conclusion provides closure by stressing the importance of the thesis, synthesizing points, and emphasizing what the reader should believe or do with a final call to action or emphasis on (+ or -) future possibilities 	10 9 8 7 6	x 2.5	
<p>EVIDENCE & ANALYSIS The essay provides effective and comprehensive development of the thesis by using clear and convincing reasoning, credible and reliable evidence, and analysis; the development is consistently appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student's choice of evidence is <i>adequate, credible, and relevant</i>; the research clearly and effectively explains, exemplifies, or illustrates the point the student is making <input type="checkbox"/> The student provides speaker credentials to demonstrate source credibility <input type="checkbox"/> Claims are fully and clearly developed and supported <input type="checkbox"/> The student addresses and refutes opposing views fairly and accurately <input type="checkbox"/> The student logically explains <i>how and why</i> the evidence proves the claim <input type="checkbox"/> The student uses ethical, logical, and emotional appeals to persuade the audience 	10 9 8 7 6	x 2.5	
Style & Conventions	POINTS EARNED	WGT	TOTAL
<p>STYLE / LANGUAGE The essay maintains a convincing, assertive tone, using concise and precise language consistently.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writer utilizes language to effectively appeal to reader emotions without alienating the opposition <input type="checkbox"/> Writer demonstrates a creative use of varied sentence structure and lead-in styles <input type="checkbox"/> The essay contains strong vocabulary & vivid verbs <input type="checkbox"/> Writer avoids vague language (this, that, these, those, he, she, it, they, a lot, things, something, etc.) <input type="checkbox"/> Writer avoids the use of 1st (I, me, my) & 2nd person (you) <input type="checkbox"/> The writer avoids passive voice & the present progressive tense 	10 9 8 7 6	x 1.5	
<p>GRAMMAR / USAGE The writer forms sentences correctly and demonstrates command of language conventions consistent with effectively edited writing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All noun, pronoun, adjective, and adverb forms are used correctly <input type="checkbox"/> Sentences demonstrate correct subject-verb agreement and pronoun-antecedent agreement <input type="checkbox"/> Writer avoids run-on sentences, comma splices, and fragments <input type="checkbox"/> Writer discusses literature in present tense and avoids verb tense shifts in the essay 	10 9 8 7 6	x 1.5	
<p>MLA FORMAT The essay follows all MLA standards of format for</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spacing, margins, and font <input type="checkbox"/> Heading and running head <input type="checkbox"/> Essay title <input type="checkbox"/> Quoting and citing evidence <input type="checkbox"/> Works cited page (alphabetical order; hanging indentation; bibliography format) 	10 9 8 7 6	x 1	
<p>MECHANICS The writer punctuates sentences correctly and demonstrates command of language conventions consistent with effectively edited writing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writer uses apostrophes, commas, semi-colons, colons, hyphens, & dashes correctly <input type="checkbox"/> Writer punctuates sentence endings correctly <input type="checkbox"/> Writer uses correct spelling and capitalization <input type="checkbox"/> Literary titles are correctly formatted 	10 9 8 7 6	x 1	

DOMAIN SCORE KEY

10 = SUPERIOR. The essay goes above and beyond, demonstrating mastery of all skills outlined in the domain.

9 = EFFECTIVE. The essay is strong, demonstrating strong control of almost all skills outlined in the domain.

8 = GOOD. The essay is solid, demonstrating adequate control of most skills outlined in the domain.

7 = LIMITED. The essay offers a mixture of strong and weak skills, demonstrating limited control of some skills outlined in the domain.

6 = INADEQUATE. The essay is weak, demonstrating poor control of most skills outlined in the domain.