

# Rubric for the Assessment of the Argumentative Essay

Adapted from

<https://www.arrowheadschoools.org/faculty/tower/Argumentative%20essay%20rubric%202016.doc>

20	8	6	4   0
<p>The well-developed <b>INTRODUCTION</b> engages the readers. It contains detailed background information, develops a significant and compelling position, and a clear explanation or definition of the problem. Finally, it creates interest in the topic.</p> <p><i>Use dramatic entrance or turn-about</i></p>	<p>The satisfactory introduction contains some background information, uses a technique for creating interest, develops a clearly stated position, and states the problem, using sufficient details.</p>	<p>Introduction does not adequately explain the background of the problem nor does the writer attempt to create interest. The problem is stated but lacks detail. The introduction is evident, but position may not be clearly stated.</p>	<p>Writer does not attempt to create interest. Background details are a seemingly random collection of information, unclear, or not related to the topic. The problem is not stated, or it is vague. Introduction is vague or fails to establish a position that responds to the topic.</p>
<p>The well-formed, perceptive, and properly placed <b>THESIS STATEMENT</b> clearly states the writer's position.</p>	<p>The clear and properly placed thesis statement obviously states the writer's position.</p>	<p>The thesis statement is present; however, it does not clearly state the writer's position and/or it is improperly placed.</p>	<p>The thesis statement is vague/unclear, improperly placed, and/or does not clearly state the writer's position; thus, making the text difficult or impossible to follow.</p>
40	20   14	10   8	6   0
<p><b>MAIN POINTS</b> are well developed and causally related to the thesis. The supporting details are concrete and so rich that the readers learn by reading the essay. The writer is obviously in control/comfortable with his/her material and knows enough about the subject to explain it in detail.</p> <p>Support uses appropriate patterns of development and style. Each aspect relates to thesis, providing coherence and continuity.</p>	<p>Main points are present and related to the thesis, but one or more may lack enough detail and development. Yet, the essay is worthwhile reading. The writer knows his/her material well enough to clearly explain it.</p> <p>Patterns of development used for support and the style are not necessarily appropriate. Each aspect of argument is present, but the writer may not have shown connection to thesis.</p>	<p>Main points are present, but one or more may lack development and/or may not causally relate to the thesis. The essay minimally meets the requirements of the assignment and contains sufficient details to make the overall point clear, but it leaves the reader with unanswered questions.</p> <p>Support for argument is logical, but pattern of development and style is simplistic. Some aspects of argument do not relate to thesis.</p>	<p>The main points are not sufficient. There is a poor/skimpy/ vague development of ideas and a weak or nonexistent link to the thesis.</p> <p>Body is too brief to develop a convincing argument; exhibits no style. Essay lacks focus and tends to wander.</p>
20	8	6	4   0
<p>Powerful <b>CONCLUSION</b> effectively wraps up point <b>and goes beyond restating the thesis/ introduction.</b> Conclusion summarizes the main topics without repeating. The writer's commentary is logical, well thought out, and compelling.</p>	<p>Conclusion effectively summarizes main topics and goes beyond restating the thesis. Conclusion may lack a compelling aspect.</p>	<p>Conclusion summarizes main topics but is repetitive. Conclusion may end abruptly or simply restate the position</p>	<p>Conclusion does not adequately summarize the main points.</p>
10	9   8	7   6	5   0
<p>Logical, compelling <b>ORGANIZATION</b> progression of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it.</p>	<p>Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence.</p>	<p>Progression of ideas in essay is awkward yet moves the reader through the text without too much confusion. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appear sporadically, but not equally</p>	<p>Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the</p>

<p>Effective, mature, graceful transitions exist throughout the essay.</p> <p><b>Uses Hamburger Model</b></p>		<p>throughout essay.</p>	<p>writer's line of thought. Few forced transitions in the essay or no transitions are present.</p>
<b>10</b>	<b>4</b>	<b>3</b>	<b>2</b>   <b>0</b>
<p><b>MECHANICS AND STYLE</b></p> <p>Writing is smooth, skillful, and coherent throughout the essay. Sentences are well built with strong and varied structure that invites expressive oral reading. Diction is at a college level or the appropriate level for the audience.</p> <p><b>Punctuation, spacing, font, spelling, and capitalization are correct.</b></p> <p>Maximum word count around 500 words</p>	<p>Writing is smooth and coherent throughout most of the essay. Most sentences are varied in length and style, with an occasional (1 or 2) repetition of sentence beginnings or several consecutive sentences of the same length or type. The sentence structure is generally correct, though some awkward sentences do appear. Diction is mostly at the college level but may have some examples of unsophisticated or poor/incorrect word choices. There are one or two errors in punctuation, spelling, capitalization and/or other mechanics. Few, if any, errors distract the reader from the text.</p>	<p>Writing lacks flow to achieve coherence throughout the essay. Work contains some sentence errors (2 or 3) and grammatical errors. Many consecutive sentences begin with the same words, are of the same length or the same sentence construction; the sentences hang together, and get the job done in a routine fashion. Diction is very elementary and lacks flair. There are three or four errors in punctuation, spelling, capitalization, and/or other mechanics. Errors are distracting; however, the reader can still follow the basic intentions of the writer.</p>	<p>Writing is incoherent. Work contains multiple incorrect sentence structures (more than 3). Diction is elementary and/or inappropriate, and often writing is awkward due to many examples of poor/incorrect word choice. There are more than 4 errors in punctuation, spelling, capitalization, and/or other mechanics. Errors are beyond distracting; they make the essay difficult to follow and unacceptable for college-level writing.</p>

Total out of \_\_\_\_\_/100