Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Argumentative Essay Rubric**

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| Scoring Criteria | **Exemplary** | **Proficient** | **Emerging** | **Incomplete** |
| Ideas | The essay • includes a well-developed explanation of the issue, a claim, and a thesis statement  • presents strong support or the central claim with relevant details and commentary  • presents counterclaims and clearly refutes them with relevant reasoning and evidence • concludes by summarizing the main points and providing an effective call to action. | The essay • includes an explanation of the issue, a claim, and a thesis statement • presents support for the central claim but may not fully develop all evidence • presents and acknowledges counterclaims and offers some evidence to refute them  • concludes by summarizing the main points and offering a call to action. | The essay • states the thesis but does not adequately explain the problem  • includes some, support for the claim, but it is not developed and does not provide relevant evidence or commentary • describes some counterclaims, but they are vague and are not clearly refuted • concludes by repeating main topics rather and ends without a suggestion for change. | The essay • states a vague or unclear thesis • contains ideas that are poorly developed or not developed at all • provides vague or no descriptions of counterclaims and refutations • concludes without summarizing main points or suggesting change. |
| 40% |
| Structure | The essay • follows a clear multi-paragraph argumentative essay structure with a logical progression of ideas | The essay • follows a multiparagraph argumentative structure but may not have a clearly logical progression of ideas | The essay • demonstrates an awkward, unstructured progression of ideas • spends too much time on some irrelevant details | The essay • does not follow the organization of an argumentative essay • includes some details, but the writing lacks clear direction |
| 15% |
| Use of Language | The essay • uses a formal writing style  • smoothly integrates credible source material into the text (with accurate citations)  • demonstrates correct spelling and excellent command of standard English conventions. | The essay • uses a formal writing style  • integrates credible source material into the text (with accurate citations)  • demonstrates correct spelling and general command of standard English conventions. | The essay • mixes informal and formal writing styles • integrates some source material (citations may be missing or inaccurate) • includes some incorrect spelling and grammatical weaknesses that interfere with meaning. | The essay • uses inappropriate informal style • does not include source material citations • includes several errors in spelling and grammatical weaknesses that interfere with meaning. |
| 15% |
| Requirements | Student completed all required portions of the argumentative essay including: HOOK\*THESIS STATEMENT REQUIRED NUMBER OF REASONS \*QUOTES.IN-TEXT CITATIONS \*COUNTERCLAIM and a WORKS CITED PAGE (HONORS ONLY) | Student did not complete all required portions of the argumentative essay, missing at least 1 of the following: HOOK\*THESIS STATEMENT REQUIRED NUMBER OF REASONS \*QUOTES.IN-TEXT CITATIONS\* COUNTERCLAIM and a WORKS CITED PAGE (HONORS ONLY) | Student did not complete all required portions of the argumentative essay, missing at least 2 of the following: HOOK\*THESIS STATEMENT REQUIRED NUMBER OF REASONS \*QUOTES.IN-TEXT CITATIONS\* COUNTERCLAIM and a WORKS CITED PAGE (HONORS ONLY) | Student did not complete all required portions of the argumentative essay, missing 3 or more of the following: HOOK\*THESIS STATEMENT REQUIRED NUMBER OF REASONS \*QUOTES.IN-TEXT CITATIONS\* COUNTERCLAIM and a WORKS CITED PAGE (HONORS ONLY) |
| 30% |