**Comprehensive Rubric: Argument Writing**

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|  | **4** | **3** | **2** | **1** |
| **Introduction** | Begins with a lead that engages reader; effectively introduces topic; introduces the claim; reasons previewed. | Lead is present; topic and statement of claim introduced adequately. | Lead is missing or confusing; introduction is weak (lacking clear focus); claim is unclear.  | No lead; topic not defined or confusing; claim not stated. |
| **Content***Requirements**Examined & Explained**Vocabulary* | Writing demonstrates thorough understanding of content.Content requirements exceeded. Content is examined and sufficiently explained; information is accurate and relevant; comprehensive evidence from sources is integrated effectively.Precise language and subject-specific vocabulary is used accurately & effectively. | Writing demonstrates sufficient understanding of content.Content requirements met adequately. Content is explained; Most information is accurate and relevant; evidence from sources is present.Subject-specific vocabulary is used consistently & accurately. | Writing demonstrates minimal understanding of the content.Some content requirements met.Content has been mentioned, but not thoroughly explained; evidence from sources is vague or not integrated well; questionable credibility/accuracy of sources.Subject-specific vocabulary is sometimes used accurately. | Writing demonstrates content misunderstanding. Content requirements were not met.Content is absent from paper; evidence from sources is minimal, absent, or incorrect; question of credibility/accuracy of sources.Subject-specific vocabulary is misused or not present. |
| **Development of Ideas***Organization**Transitions* | Claim is supported with logical reasons; evidence supporting reasons is effective and presented in an organized way; rebuttal to counter-claim is clear and reasoned; ideas are clear and focused; sufficient and relevant detail.Appropriate and varied transitions are used throughout to clarify relationships among ideas. | Claim is supported with reasons; evidence is provided that explains reasons; a rebuttal to counter-claim is provided; more detail or clarity needed to develop and extend ideas.Adequate use of transitions. | Underdeveloped reasons and supporting evidence; redundancy or repetitious paraphrasing; rebuttal to counter-claim may be missing or unclear. Inconsistent use of transitions. | Disorganized; reasons and evidence are irrelevant or missing; writing may be related to topic but lacks focus.Minimal, if any, transitions are used. |
| **Conclusion** | Conclusion effectively creates closure to the piece, highlights and supports the claim.  | Conclusion adequately supports the claim. | Conclusion is present, but lacks clear connection to the claim presented. | Conclusion is missing or not connected to the claim. |
| **Style** | Style, tone, and language well-suited to audience, task, purpose; consistent throughout the piece. | Style, tone, and language appropriate for the audience, task and purpose. | Style, tone or language may not be appropriate to the audience, task or purpose at times. | Style, tone or task not appropriate to audience, task or purpose. |

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