

## Argumentative Essay Rubric

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Claim/Focus</b>	The claim is clear, precise, and thoroughly addresses the prompt. The response maintains focus on the main idea throughout.	The claim addresses the prompt and is clearly stated. The response maintains adequate focus on the main idea.	The claim addresses the prompt, but it is unclear or unfocused. The response contains some material that is only loosely related to the main idea.	The claim does not clearly address the prompt. The response does not consistently focus on the main idea.	The claim is absent. The response may lack focus, or be too brief.
<b>Evidence</b>	The response contains thorough and convincing evidence that is smoothly integrated to support the claim.	The response contains adequate evidence that is for the most part smoothly integrated.	The response contains unbalanced evidence that is often poorly integrated.	The response contains little evidence to support the claim.	The response contains no evidence to support the claim.
<b>Analysis</b>	The response contains specific, relevant analysis of the evidence.	The response contains adequate analysis of the evidence.	The response contains unbalanced analysis of the evidence.	The response contains little analysis to support the claim.	The response contains no analysis to support the claim.
<b>Counterclaim / Rebuttal</b>	The response presents and addresses alternate or opposing claims clearly.	The response presents and addresses alternate or opposing claims adequately.	The response presents alternate or opposing claims, but they are inconsistently addressed.	The response presents alternate or opposing claims, but they are weakly addressed.	The response does not present or address alternate or opposing claims.
<b>Organization</b>	The response has a clear progression of ideas from beginning to end. Strong transitions are used between ideas.	The response has an adequate progression of ideas from beginning to end. Adequate transitions are used between ideas.	The response has an unclear progression of ideas from beginning to end. Inconsistent transitions are used, and with very little variety.	The response has little progression of ideas and includes some information that is not relevant to the topic. Minimal transitions are used.	There is no clear progression of ideas; irrelevant and off topic information distracts from the focus. Few or no transitions are used.
<b>Language and Vocabulary</b>	The response clearly expresses ideas using strong academic language appropriate for the audience and purpose.	The response adequately expresses ideas, uses some academic language, and shows an awareness of the audience and purpose.	The response adequately expresses ideas, academic language is used inconsistently, and/or the author sometimes appears unaware of the audience and purpose.	The response vaguely expresses ideas, uses limited academic language, and shows little awareness of the audience or purpose.	The response is confusing and/or shows no awareness of audience or purpose.
<b>Conventions</b>	Few, if any, errors are present in usage and sentence formation. Effective and consistent use of punctuation, capitalization, and spelling.	There are some errors in usage and sentence formation, but no pattern of errors. Adequate use of punctuation, capitalization, and spelling.	Frequent errors in usage and sentence formation present. Inconsistent use of punctuation, capitalization and spelling.	Errors in usage and sentence formation, as well as punctuation, capitalization and spelling distract from the meaning.	Errors are frequent, severe and distract from the meaning.

