

Writing an Argument Grading Rubric

Student:

Teacher:

Your draft's main strength is . . .

Your draft needs improvement in . . .

Characteristics	Grades			
	A (100-90%)	B (89-80)	C (79-70)	F (50% - ↓)
Thesis Statement	Thesis is compelling, genuinely debatable, focused, specific, and arguable	Thesis is clear and debatable, but may have shifting focus and/or specificity	Thesis is vague, raises some debate, but lacks focus and/or specificity	Thesis is limited, unclear, inconsistent or absent, and lacks focus and specificity
Structure & Organization	develops ideas cogently, organizes them logically within paragraphs, connects them with highly effective transitions; clear and logically consistent organization relating all ideas together	develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together	develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated	does not develop ideas cogently, organize them logically within paragraphs and/or connect them with clear transitions; uneven and/or ineffective overall organization
Voice	clearly addresses claim, structure, and evidence to paper's intended audience	claim, structure and evidence chosen with some attention to the paper's audience	claim, structure or evidence not suited to the paper's audience	little or no attempt to consider audience in its choice of claim, structure or evidence
Evidence & Support	ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically	relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically	merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically	weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary
Citations (MLA/APA)	researched support correctly quoted, paraphrased, and cited.	researched support adequately quoted, paraphrased, and cited.	researched support incorrectly quoted, paraphrased, or cited.	
Grammar Usage	outstanding control of language, including effective word choice and sentence variety; superior facility with the mechanics of standard written English	clear and effective control of language, including word choice and sentence variety; competence with the mechanics of standard written English	Inconsistent control of language, including word choice and sentence variety; occasional major or frequent minor errors in standard written English	poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English