Persuasive/Argument Writing Rubric

	4	3	2	1/0
Purpose & Audience	*How well does the writing introduce a clear, arguable claim that answers a question or prompt as well as addresses the specific needs of the audience?*			
	❑ Writing is **effective** for the audience & purpose ❑ **Compelling** claim/thesis that takes an insightful position on the issue ❑ **Effective** introduction that "sets up" the essay	❑ Writing is **appropriate** for audience & purpose ❑ **Arguable** claim/thesis that takes a position on the issue ❑ **Adequate** introduction that "sets up" the essay	❑ Writing is **ineffective** for audience & purpose ❑ **Vague** &/or **weak** claim/thesis ❑ **Vague** &/or **weak** introduction that is missing some vital info.	❑ Writing is **inappropriate** for audience & purpose ❑ **No** or **misplaced** claim/thesis ❑ **One sentence** or **non-existent** introduction
Support & Synthesis	*How skillfully does the writing generate thoughtful ideas and synthesize support for the persuasive purpose?*			
	❑ **Clear** & **logical** idea progression ❑ **Outstanding** critical thinking, including addressing counterclaim when necessary ❑ **Clear** link to claim/thesis in **each** body paragraph ❑ **Purposeful** & **clearly relevant** examples, evidence, reasons, etc. enhance the argument's effectiveness ❑ Conclusion **skillfully** strengthens the claim and evidence	❑ **Adequate** idea progression ❑ **Adequate** critical thinking, including addressing counterclaim when necessary (more analysis, less summary) ❑ **Clear** link to claim/thesis in **most** body paragraphs ❑ **Adequate** & **appropriate** examples, evidence, reasons, etc. support the argument's effectiveness ❑ Conclusion **adequately** ties to the claim and evidence	❑ **Weak** idea progression ❑ **Weak** critical thinking (more summary, less analysis) ❑ **Vague** &/or **weak** link to claim/thesis in body paragraphs ❑ **Few** examples, evidence, reasons, etc. support the argument ❑ Conclusion merely **restates** the prompt	❑ **Little** to **no** idea progression ❑ **Little** to **no** critical thinking (mostly summary, little to no analysis) ❑ **No** link to claim/thesis in body paragraphs ❑ **Little** to **no** examples, evidence, reasons, etc. support the argument ❑ **One sentence** or **non-existent** conclusion
Organization, Fluency, & Style	*How easy is the writing to follow with only one reading?*			
	❑ **Purposeful** transitions clarify the relationship between ideas ❑ **Skillfully** fluent sentences (varied syntax) **enhance** ideas	❑ **Adequate** transitions suggest the relationship between ideas ❑ **Mostly** fluent sentences (some varied syntax) **convey** ideas	❑ **Ineffective** transitions show the relationship between some ideas ❑ An **accumulation** of run-on, choppy, or incomplete sentences **impedes** clarity of ideas	❑ **Incorrect** or **no** transitions ❑ **Pervasive** run-on, choppy, or incomplete sentences **prevents** clarity of ideas
Grammar, Spelling, Punctuation	*How clear is the meaning of the writing with only one reading?*			
	❑ **Generally** free of **most** errors	❑ **Some** errors	❑ **Accumulation** of errors	❑ **Pervasive** errors
Vocabulary	*How effective and accurate is the word choice?*			
	❑ **Skillful** & **accurate** vocab. & tone	❑ **Appropriate** vocab. & tone	❑ **Vague** &/or **weak** vocab. & tone	❑ **Ineffective** &/or **incorrect** vocab.
Resources & Presentation	*How accurate is the style and formatting of the writing, and does the writer show mastery of academic integrity?*			
	Mastery of academic integrity. ❑ **Accurately credits** others' work with **accurate** & **complete** citations ❑ **Accurate** style & formatting appropriate to content area/assignment	Attempt to master academic integrity. ❑ **Mostly credits** others' work with **mostly accurate** citations ❑ **Mostly accurate** style & formatting appropriate to content area/assignment	Inconsistent mastery of academic integrity. ❑ **Inconsistent credit** to work of others with **few** citations ❑ **Inconsistent** style & formatting appropriate to content area/assignment	Little to no mastery of academic integrity. ❑ **Inaccurate** or **no** credit to work of others with **no** citations ❑ **Inaccurate** or **nonexistent** style & formatting appropriate to content area/assignment