

Argumentative Essay Rubric

(6-Traits)	5 Mastery	4 Proficient	3 Basic	2 Standard Not Met	1 Standard Not Met
Claim (Ideas & Org.)	Introduces a well thought out claim at the beginning of the essay	Introduces a claim later in the essay	Claim is not as clear as it should be	Hard to find the claim	No claim
Opposing Claim (Org.)	Acknowledges alternate or opposing claims	Opposing claims are not strong or relevant to the claim	Opposing claims are unclear	Hard to find opposing claims	Opposing claims not addressed
Evidence (Ideas & Org.)	Supports the claim with logical reasoning and relevant evidence, demonstrating a complete understanding of the topic	Supports the claim with reasoning and evidence, and demonstrates some understanding of the topic	Evidence is not relevant or not completely thought out	Lacks evidence and relevance	No evidence to support claims
Words, Phrases, clauses and sentences (Word Choice & Sent. Fluency)	Uses variety words, phrases, and clauses to create cohesion and clarify the relationships among the claim, reasons, and evidence	One or two errors with some variety in word usage, clauses but not enough to cause misunderstandings or harm the relationships of the claims, reasons, and evidence	More than 3 errors with little variety in word choice and clause or phrase usage. Cohesion is harder to follow as a result	Nearly all phrases and clauses are incorrect, or are not used at all. Little cohesion and clarity between claims and evidence.	No cohesion and clarity
Style (Voice & Sent. Fluency)	Establishes and maintains a formal style	Mostly follows formal style	Few informal sections of writing	Casual style and jargon	No formal style looks like a text message
Concluding Statement (Ideas & Org.)	Provides a concluding statement that follows from and supports the argument presented.	Concluding statement mostly supports the argument presented	Concluding statement mentions the argument presented	Concluding statement is incomplete and or doesn't mention argument	No concluding statement
Conventions /Grammar, Usage and Mechanics (GUM)	Demonstrates exceptional command of the conventions of standard written language and is free of errors.	Demonstrates strong command of the conventions of standard written language, having few errors.	Demonstrates proficient command of the conventions of standard written language, with some errors which may confuse meaning.	Demonstrates marginal command of the conventions of standard written language, with frequent errors which confuses meaning.	Demonstrates poor command of the conventions of standard written language.
Research	Uses a wide variety of relevant sources which successfully address the claim/thesis. Sources are correctly cited.	Uses a variety of relevant sources which successfully address the claim/thesis. Most sources are correctly cited.	Uses some sources which begin to address the claim/thesis. Some sources are correctly cited.	Uses few sources which do little to address the claim/thesis. Few sources are cited.	No evidence of research.

See CCSS appendix C pg. 40-41 for example.

Developed by 7th grade Utah educators from Washington County School District.