

BHS Argumentative Writing Rubric

	1 content	2 content	3 content	4 content	5 content
1	Contains no thesis or thesis does not address the prompt	Contains thesis, but it is unclear	Contains thesis that is somewhat clear	Contains clear thesis with a clear claim and argument that addresses the prompt	Contains clear, insightful sophisticated thesis that addresses the prompt
2	Does not acknowledge the opposition at all	References the opposition, but does not address counterclaims	References the opposition and minimally addresses counterclaims	References the opposition and sufficiently addresses counterclaims	Fully and clearly references the opposition; effectively and insightfully addresses counterclaims
3	No background or context	Minimal background or context	Includes some background or context	Provides sufficient and relevant background or context	Provides sophisticated use of background or context
4	Provides no evidence to show understanding of the material	Provides only personal experience	Provides minimal textual evidence; may include relevant personal experience	Provides sufficient relevant textual evidence; may include personal experience	Provides convincing, abundant, relevant and accurate, textual evidence; and may include personal experience
5	No analysis; is off topic, contains irrelevant material	Analysis is unclear and difficult to understand	Analysis is vague	Analysis is mostly clear, accurate and demonstrates an understanding of the issue	Analysis is clear, accurate and demonstrates a sophisticated understanding of the issue
6	Provides no concluding paragraph	Attempts a conclusion, but result is inadequate	Provides a simple conclusion paragraph that mirrors introduction	Provides an adequate conclusion that moves beyond the introduction	Provides a compelling, insightful conclusion that strengthens the claim
	1 organization	2 organization	3 organization	4 organization	5 organization
7	Contains no use of transitions	Contains inadequate use of transitions	Contains repetitive and/or basic transitions (<i>first, second, finally</i>)	Contains effective and varied use of transitions (<i>Moreover, In addition</i>)	Contains sophisticated and seamless transitions (not necessarily signal words)
8	Has no evidence	Has evidence, but integration of evidence is incorrect or inadequate	Integrates evidence smoothly in some places	Integrates evidence smoothly throughout including lead-ins	Integrates evidence, smoothly using a lead-in and correct, sophisticated citations and/or quotations
9	Organization is poor or nonexistent	Organization is minimal; paragraphs may be redundant; or sequencing is not logical	Organization mostly follows a logical framework, but contains lapses in organization, thesis, paragraphing, or sequencing of examples	Organization is logical in its paragraphing and sequencing of examples; paragraphs include topic sentences that may be anywhere in the paragraph	Organization is logical and is carefully crafted to support the claim in its paragraphing and sequencing of examples; paragraphs include topic sentences that may be anywhere in the paragraph
	1 conventions	2 conventions	3 conventions	4 conventions	5 conventions
10	Does not use Standard English conventions and grammar. Contains numerous fragments and/or run-ons. No sentence variation. Errors impede comprehension	Many lapses in Standard English conventions and grammar; contains fragments and/or run-ons. Minimal sentence variation. Errors may impede comprehension	Demonstrates basic understanding of Standard English conventions and grammar, although there may be some lapses in Standard English; contains mostly complete sentences and consistent verb tense; limited sentence variation	Demonstrates consistent understanding of Standard English conventions and grammar including complete sentences, consistent verb tense, and parallel structure. Some sentence variation (simple, compound, complex, compound-complex). Very few errors	Demonstrates mastery of Standard English conventions and grammar; contains sophisticated and well-controlled sentences (e.g. sentence variety and parallel structure)
11	Frequent spelling, punctuation, and/or capitalization errors impede understanding	Some lapses in spelling, punctuation, and/or capitalization may impede understanding	Produces work that shows mostly accurate spelling, correct use of punctuation and capitalization. Errors do not impede understanding	Produces work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. Some complex words may be misspelled, but do not impede understanding	Produces work that shows flawless spelling and correct use of the conventions of punctuation and capitalization
12	Writing does not use any academic language (no academic bricks and/or mortar). Mostly colloquial language	Writing rarely uses academic language (very few academic bricks and/or mortar). Some colloquial language	Writing uses basic academic language (academic bricks and mortar). May misuse more advanced academic language	Writing consistently and proficiently uses academic language throughout	Writing consistently uses sophisticated and advanced academic language throughout
13	Writing lacks an awareness of the audience's knowledge	Writing illustrates an inconsistent awareness of the audience's knowledge level	Writing considers the audience's knowledge level and concerns about the claim.	The text anticipates the audience's knowledge level and concerns about the claim	The text consistently addresses the audience's knowledge level and concerns about the claim