

Argument Paper Rubric

(Adapted from the Turnitin.com/CCSS Argum

Category	Inadequate	Developing	Proficient	Accomplished
Claim: To what extent does the student introduce a clear, arguable claim that can be supported by reasons and evidence?	A clearly identifiable claim is not present. Student's position on an issue is not clear.	The student attempts to establish a claim, but it is vague and/or unclear. The student suggests a vague position on an issue.	The student introduces an arguable claim and takes a position on an issue.	The student introduces a valid, arguable claim and takes a clear position on an issue.
Development/Evidence: To what extent does the student provide relevant, sufficient data and/or evidence to support the claim?	The student provides limited data and/or evidence to support the claim. Data/facts may not be from a credible source.	The student inconsistently supports a position with some relevant data and/or evidence to support the claim. Some data/facts may not be from a credible source.	The student provides sufficient data and evidence using credible sources to support the claim.	The student provides varied, relevant data and/or evidence using credible sources to support the claim.
Cohesion: To what extent does the student develop ideas and integrate quotes/examples to support the claim?	Organizational strategy is unclear and/or impedes the clarity of ideas. The student does not connect claims and reason. Student does not address the counterclaim.	The presentation of ideas is inconsistently developed and evidence is not always integrated properly. The student attempts to connect claims/reasons and counterclaims to the claim.	There is a fairly logical progression of ideas supported by appropriate integration of quotes and examples. The student connects claims/reasons and links counterclaims to the claim.	There is a logical progression of ideas enhanced by appropriate integration of quotes and examples. The student effectively connects claims/reasons and links counterclaims to the claim.
Style and Conventions: To what extent does the student demonstrate a command of conventions, voice, and style?	Student demonstrates a weak command of the conventions. No sentence variety and/or style, diction, voice are simplistic.	Student demonstrates an inconsistent command of the conventions. Limited variance in sentence structure, voice and/or diction	Student demonstrates an adequate command of the conventions. Occasional variance in sentence structure, voice and diction.	Student demonstrates a command of the conventions. Writing possesses varied sentence structure and some sophisticated use of voice and diction.
MLA Citations: To what extent does the student follow standard MLA format for citations?	Standard MLA format for citations is not followed and/or is not present.	Standard MLA format for citations is inconsistently followed with a number of errors.	Standard MLA format for citations is followed with only a few errors.	Follows standard MLA format for citations with only minor errors.

Teacher Comments:

Grade: