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| ARGUMENT Assessment Rubric | | | | | |
|  | **Level 4: Exemplary/College and**  **Career Ready** | **Level 3: Proficient** | **Level 2: Developing** | **Level 1: Emerging** | **Needs Major Support (0)** |
| **INTRODUCTION** | Identifies topic, provides ample contextual info that builds readers’ understanding of the significance of the issue, why the issue matters, why it is important at this moment, what the writer brings to it. | Identifies topic, provides contextual info that builds readers’ understanding of the significance of issue and why the issue matters. | Identifies topic, provides contextual info that helps reader to understand why the issue matters. | Names the topic, provides some context, but no discussion of significance. | Provides no introduction or framing of the issue. |
| **LOGICAL SEQUENCE OF CONNECTED IDEAS & EVIDENCE** | Presents argument as a coherent and logical sequence of points, connecting claims—counterclaims—evidence with sophisticated transitional words/phrases to build a thoughtful & sophisticated argument. | Presents argument as a coherent and logically sequence of points, connecting claims—counterclaims—evidence with transitional words/phrases. | Attempts to connect claims—counterclaims—evidence, but does so clumsily. | Builds little connections among claims—counterclaims—evidence; reads more like a listing of unconnected pieces. | Unable to construct a logical sequence of connected points. |
| **CLEAR**  **POSITION SUPPORTED WITH**  **CLAIM(S)** | Takes a nuanced/sophisticated position that remains constant throughout and is supported by thoughtful claim(s). | Takes a clear position and supports with reasonable claim(s). | Takes a position supports with claim(s); may contain contradictions or off-topic points that distract from argument. | Takes a position; implies but does not state a supporting claim. | Takes no clear position;  makes no identifiable claim; only writes generally on the topic. |
| **COUNTER-**  **CLAIM** | Wrestles with opposing views, giving fair and thorough attention to at least one counterclaim. Offers sound reasoning to rebut counterclaim. | Acknowledges an alternate view provides some explanation of that view. Raises it only to discount it, or rebuttal is weak, showing break down in reasoning. | Seems to recognize that there is an alternate view, but grants it almost no attention or respect. May mention the alternate view but then immediately reject it without explaining why. | May mention other  opposing claims but does  not develop them. | States or insists on purely personal position; develops no evidence of a balanced look at the issue; ignores or dismisses counterclaims. |
| **EVIDENCE** | Includes accurate, relevant, specific evidence from at least two sources to develop and support claim(s)and counterclaims thoroughly. Most likely analyzes these sources for validity and bias. | Includes accurate evidence from at least two sources to support claims and counterclaims. | Includes accurate evidence from at least one text to support some claims; evidence is limited and may not be most relevant evidence. | Includes evidence that provides support of the claim(s) but may only be a general reference to text or may not be the best evidence to use as support of claim(s). | Does not support ideas with evidence from the text. |
| **INTEGRATION**  **of EVIDENCE** | Includes direct quotations that enhance and support the author’s claim(s); integrates info selectively and smoothly, creating sophisticated flow of ideas; avoids plagiarism, using signal phrases and/or citations to acknowledge source. Avoids overreliance on any one source. | Includes direct quotations that support the author’s claim(s); integrates info to maintain flow of ideas; avoids plagiarism, using signal phrases and/or citations to acknowledge source of info.—does so less sophisticatedly than the level 4. | Attempts to include direct quotations but does so clumsily, disrupting flow of ideas, creating choppy writing; may fail to use quotation marks consistently and/or include signal phrases and/or citations to acknowledge source of info. | Includes at least one direct quotation. Quotation may not clearly enhance or support the author’s claim(s). Integration of info is choppy, not smoothly integrated. | Includes no direct quotations, or quotations seem unconnected to author’s claim(s). May make general references to the texts as a whole. |
| **CONCLUSION** | Provides a concluding statement or section that circles back to and extends or reflects on the original claim **and** includes closing insight or implications. | Provides a concluding statement or section that circles back to, extends, or reflects on the original claim. | Provides a concluding statement or section that attempts to circle back to, extend, or reflect on the original claim, but does so weakly. | Provides a concluding statement or section that does not clearly connect to the original claim | Provides no conclusion or provides conclusions that are completely disconnected from the body of the essay. |