

Name: \_\_\_\_\_ Block: \_\_\_\_\_ Essay: \_\_\_\_\_

**Scaffolded Argumentative Essay Rubric**

	<b>5 Exceptional</b>	<b>4 Skilled</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Inadequate</b>
<b>Claim</b>	<ul style="list-style-type: none"> <li>• <u>compelling</u> claim that is clearly arguable and takes a purposeful position on an issue.</li> <li>• text structure and organization is <u>carefully crafted</u> to support the claim</li> </ul>	<ul style="list-style-type: none"> <li>• <u>precise</u> claim that is clearly arguable and takes an identifiable position on an issue.</li> <li>• text has <u>effective</u> structure and organization <u>aligned with</u> the claim</li> </ul>	<ul style="list-style-type: none"> <li>• <u>claim is arguable and takes a position.</u></li> <li>• text has structure and organization <u>aligned with</u> the claim</li> </ul>	<ul style="list-style-type: none"> <li>• <u>unclear or emerging</u> claim that suggests a vague position.</li> <li>• text <u>attempts</u> a structure and organization to align with the claim</li> </ul>	<ul style="list-style-type: none"> <li>• <u>does not have an identifiable claim</u> or the position is exceptionally vague.</li> <li>• text has <u>limited structure and organization</u></li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• <u>convincing and relevant</u> evidence, backs up claim</li> <li>• Transitions and lead-ins are used <u>seamlessly</u> and <u>provide context</u> and <u>cohesiveness</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>sufficient and relevant</u> evidence, backs up claim</li> <li>• Transitions and lead-ins are used to <u>provide context</u></li> </ul>	<ul style="list-style-type: none"> <li>• evidence is <u>present</u>, backs up claim</li> <li>• Transitions and lead-ins are <u>basic</u> or <u>repetitive</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>limited</u> evidence, attempts to back up the claim.</li> <li>• Transitions and lead-ins are attempted but <u>inadequate</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>lacks</u> evidence and/or fails to back up the claim.</li> <li>• Transitions and lead-ins are <u>not present</u></li> </ul>
<b>Elaboration (Analysis)</b>	<ul style="list-style-type: none"> <li>• <u>thorough and in-depth</u> analysis</li> <li>• <u>clearly and effectively</u> develops ideas.</li> <li>• conclusion effectively <u>strengthens</u> the claim and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>clear and effective</u> analysis</li> <li>• <u>sufficiently</u> develops ideas.</li> <li>• conclusion effectively <u>reinforces</u> the claim and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>includes analysis</u></li> <li>• <u>adequately</u> develops ideas.</li> <li>• conclusion <u>ties to</u> the claim and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• includes <u>some reasoned</u> analysis</li> <li>• develops ideas <u>inadequately</u></li> <li>• conclusion <u>merely restates</u> the position.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>minimal or no</u> analysis of evidence.</li> <li>• response is <u>vague, lacks clarity</u>, or is <u>confusing</u>.</li> <li>• <u>fails to conclude</u> argument or position.</li> </ul>
<b>Cohesion</b>	<ul style="list-style-type: none"> <li>• <u>strategically</u> uses words, phrases, and transitions, as well as varied syntax, to show the relationships between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>adequately</u> uses words, phrases, and transitions as well as varied syntax to show the relationships between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• uses words, phrases, and transitions to show the relationships between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• contains <u>limited</u> words, phrases, and transitions to show the relationships between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>does not use</u> words, phrases, and transitions</li> <li>• fails to show the relationships between ideas.</li> </ul>
<b>Language and Style</b>	<ul style="list-style-type: none"> <li>• <u>engaging</u> and academic tone</li> <li>• uses <u>sophisticated</u> language, vocabulary, and syntax</li> </ul>	<ul style="list-style-type: none"> <li>• <u>academic</u> tone</li> <li>• uses <u>precise</u> language, vocabulary and syntax</li> </ul>	<ul style="list-style-type: none"> <li>• <u>attempts</u> an academic tone</li> <li>• uses mostly <u>appropriate</u> language, vocabulary, and syntax</li> </ul>	<ul style="list-style-type: none"> <li>• <u>struggles</u> to establish an academic tone</li> <li>• uses some <u>appropriate</u> language, vocabulary, and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>fails</u> to establish an academic tone</li> <li>• uses <u>imprecise</u> language, vocabulary, and syntax.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• demonstrates an <u>exemplary</u> command of English conventions.</li> <li>• <u>few if any</u> errors in usage and mechanics.</li> <li>• <u>intentionally</u> uses discipline-specific requirements (i.e. MLA, APA)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a <u>strong</u> command of English conventions.</li> <li>• <u>occasional</u> errors in usage and mechanics.</li> <li>• <u>consistently</u> uses discipline-specific requirements (i.e. MLA, APA, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an <u>adequate</u> command of English conventions.</li> <li>• <u>frequent</u> errors in usage and mechanics.</li> <li>• <u>generally</u> uses discipline-specific requirements (i.e. MLA, APA, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a <u>partial</u> command of English conventions.</li> <li>• <u>considerable</u> errors in usage and mechanics which may obscure meaning</li> <li>• <u>attempts</u> to use discipline-specific requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a <u>lack of</u> command of English conventions.</li> <li>• <u>major</u> errors in usage and mechanics that often obscure meaning.</li> <li>• <u>does not</u> use discipline-specific requirements.</li> </ul>

Overall Rubric Score: \_\_\_\_\_ Overall Points Score: \_\_\_\_\_ / \_\_\_\_\_ Met / Did not meet Competency