

English 1A Argument Rubric

Criteria	Excellent	Very Good	Adequate	Less Evident	Not Evident
Thesis	The thesis is clear, compelling, and reflects a sophisticated point of view and awareness of the sources, issue, and/or topic throughout the entire essay.	The thesis has a clear point of view and shows a solid awareness of the topic throughout the majority of the essay.	The thesis is more a summary of other writers' positions or a statement of fact than a position with a point of view that is developed and supported.	The thesis and point-of-view are weak. The paper does not reflect very many considerations and is frequently unclear, unfounded, and/or inconsistent throughout the paper.	No clear thesis is given. No clear or focused point of view is given. The thesis does not reflect any outside consideration. It is unfocused and purely the opinion or invention of the writer.
Development	Main points are engaging, clear, and logically developed. Points are consistently supported with accurate, convincing, detailed evidence and thoughtful, thorough explanation. Other perspectives on the topic are acknowledged and addressed as necessary.	Main points are clear, and logically developed. Points are consistently supported with accurate, convincing, detailed evidence and thoughtful explanation. Other perspectives on the topic are acknowledged and addressed as necessary.	Main points are clear and logically developed. Points are generally well-supported with detailed evidence and explanation. There is some acknowledgment of other perspectives but might not be addressed as effectively.	Main points are not consistently developed. Evidence is insufficient or too general. Explanation may rely heavily upon summary of source material or be superficial or undeveloped. Other perspectives not adequately addressed or misrepresented.	Main points are poorly developed. The evidence and explanation for each point are too general, undeveloped, or unrelated to supporting the thesis. No acknowledgment of other perspectives or perspectives are misrepresented.
Quality of Sources & Support	All sources are reputable, credible, and current. Presentation of source material is accurate and ethical. Materials selected clearly demonstrate the ability to access and synthesize information from a variety of sources. A thorough understanding of sources' original context is evident.	All sources are reputable, credible, and current. Presentation of source material is accurate and ethical. Materials selected demonstrate the ability to access and synthesize information from a variety of sources. A good understanding of sources' original context is evident.	Sources are generally reputable, credible, and current. Presentation of source material is accurate and ethical. Materials selected adequately demonstrate the ability to access and synthesize information from a variety of sources. An adequate understanding of sources' original context is evident.	Several sources may not be appropriate to the college level, may not be credible, or may be outdated. Some source material may be presented inaccurately. Does not demonstrate the ability to access and synthesize information from a variety of sources. Little understanding of sources' original context is evident.	Materials selected do not demonstrate the ability to access and synthesize information from a variety of sources. No understanding of sources' original context is evident.
Integration of Quotes	Direct and indirect quotations are exceptionally well chosen and analyzed. Quotes are incorporated seamlessly into the text. MLA in-text citations and works cited page(s) are virtually error-free.	Direct and indirect quotations are solidly analyzed and incorporated into the text with only a few awkward transitions. MLA in-text citation and works cited page(s) contain only a few errors.	Direct & indirect quotations are present but not always thoughtfully used or edited. Quotes are given, but the ideas are not incorporated into the argument as often as they are summarized. MLA in-text citation & works cited page(s) contain errors that lead to some confusion	Direct and indirect quotations are summaries or are presented as self-evident support. MLA in-text citation and works cited page(s) contain numerous sloppy and substantive errors.	Direct and indirect quotations are either absent or just lifted and inserted. MLA in-text citation and works cited page(s) are missing and/or seriously incorrect.
Conventions of Written English	Sentence structure and word choice are sophisticated, varied, and complex throughout the essay. Errors, if any, do not interfere with readability. The writer's thinking is sustained exceptionally well through the required length of the essay.	Word choice and sentence structure are generally sound but unremarkable. A couple of minor grammatical, spelling, or punctuation errors but no errors that are particularly bothersome. The writer's thinking is sustained reasonably well for most of the required length. (no padding)	Word choice and sentence structure are safe and straightforward. Some minor errors in grammar, spelling, and punctuation that slow the reader down on occasion. The writer's thinking is adequately sustained for most of the required length. (occasional padding—often filler)	Words are frequently misused. Sentences are often unclear. Many major and minor grammar, spelling, and punctuation errors. The meaning is sometimes unclear or takes the reader some effort to figure out. The writer's thinking is barely sustained and/or writer's original writing is overshadowed by outside sources.	Words are not used properly. Many basic grammar, spelling, and punctuation errors; the meaning cannot be readily understood. The writer does not submit an essay of appropriate length. The paper is too short to develop a thesis