

Rubric for Argumentative Essays – English 101 (Final Grade= Sum of Points in Each Section)

Grade Rubric (in 10s)	Thesis	Organization	Content	Logic & Reasoning	Expression & Mechanics
20-17 points (Superior)	There is a well-focused Thesis Statement that introduces the essay and clearly addresses all elements of the writing prompt	The essay's organization and articulation of thesis is superior. Paragraphs are coherent and unified. Paragraphs use topic sentences, effective details and examples or supportive ideas. Paragraphs also contains effective transitions that control the flow of the essay.	The essay's content is superior in its treatment of the topic, rhetorical concepts, and prompt. It provides a coherent opposing position (or positions) and refutes them well.	The essay is sophisticated; it promotes critical thinking, displays sound logic and reasoning, and dispels rudimentary or simplistic understanding.	Sentence structure and word choice are clear and appropriate for the intended audience. The essay demonstrates mastery in grammar and mechanics. The essay does not contain mechanical errors.
16-15 points (Proficient)	The essay has a thesis that adequately addressing the writing prompt.	The essay is well organized and connects to the thesis. The paragraphs display coherence. Paragraphs use topic sentences, effective details and examples or supportive ideas. Paragraphs also uses transitions to control the flow of the essay.	The essay's content is appropriate in its treatment of the topic, rhetorical concepts, and prompt. It provides a coherent opposing position (or positions) and refutes them well.	The essay mostly promotes critical thinking; ideas logic and reasoning appropriately. Examples support the claims and the topic shows evidence of some research.	Sentence structure and word choice are clear and address an appropriate audience. The essay demonstrates control over grammar and mechanics. The essay does not contain major mechanical errors.
14-13 points (Competent)	The essay somewhat does have a thesis statement that only partially addresses the prompt.	The essay is competently organized. The paragraphs are somewhat coherent or unified. Paragraphs use topic sentences, effective details and examples or supportive ideas competently. Paragraphs also tries to use transitions.	The essay's content addresses the topic, rhetorical concepts, and prompt competently. It does provide an opposing position (or positions) and refutation, though either/both needs improvement.	The essay mostly promotes critical thinking; ideas logic and reasoning competently. Examples support the claims and the topic shows evidence of some research, though these could all be done better.	Sentence structure and word choice are somewhat clear and addresses an audience competently. The essay demonstrates some control over grammar and mechanics. The essay also contains few mechanical errors.
12-11 points (Inadequate)	The essay contains a thesis that does not adequately address the prompt.	The essay is disorganized. The paragraphs are incoherent and lack unity. Paragraphs do not use topic sentences, details, and examples or supporting ideas adequately. There is no use of transitions.	The essay's content is inadequate and does not address the topic, rhetorical concepts, or prompt. It does not provide an opposing position or refutation.	The ideas are illogical or are not adequately developed. The essay displays rudimentary or simplistic ideas. Examples do not support the claims or need more specific development.	Sentence structure and diction are not clear and do not fully address an intended audience. The essay displays a lack of control over grammar and mechanics and contains numerous mechanical errors.
10 – 0 points (Unsatisfactory)	The essay does not contain a thesis addressing the prompt.	The essay is extremely disorganized. The essay contains incoherent paragraphs and lacks any satisfactory use of details, transitions, or examples.	The essay's content is off topic and does not address the prompt satisfactorily.	The ideas are illogical and undeveloped. The essay does not display analytical or critical thinking skills.	Sentence structure diction, word choice, and tone consistently detract from the readability of the essay. The essay displays little control over mechanics.