

# ARGUMENTATIVE ESSAY RUBRIC

## GRADE 8

Criteria	Level 4: Exceeding Standards	Level 3: Meeting Standards	Level 2: Approaching Standards	Level 1: Below Standards
<b>Focus &amp; Structure</b>	Essay maintains a clear, relevant and logical organization. Essay is organized into multiple sections that creatively and intelligently build up to support a unique and complex argument.	Essay maintains a clear, relevant and logical organization. Multiple sections (groups of paragraphs) work together to form an argument.	Essay maintains a <b>mostly</b> clear and logical organization. Simple paragraphs are used (rather than multiple sections).	Essay <b>does not</b> maintain a clear and logical organization. Simple paragraphs are used in a disorganized manner.
<b>Introduction</b>	Introductory section provides a strong opening, context and a <b>complex</b> and <b>original</b> thesis statement. The thesis includes details that preview the rest of the essay.	Introductory section provides a strong opening, context and a thesis statement. The thesis includes details that preview the rest of the essay.	Introductory section provides a strong opening, adequate context and a <b>clear</b> thesis statement.	Introductory section contains <b>some</b> context and an <b>unclear</b> thesis statement
<b>Evidence</b>	Student supports their thesis statement with <b>multiple</b> clear and relevant examples from credible sources using <b>quotes</b> and <b>citations</b> . Evidence <b>acknowledges and refutes</b> alternate or opposing points of view using <b>quotes</b> and <b>citations</b> .	Student supports their thesis statement with <b>multiple</b> clear and relevant examples from credible sources using <b>quotes</b> and <b>citations</b> . Evidence <b>acknowledges and refutes</b> alternate or opposing points of view.	Student supports their thesis statement with <b>some</b> clear and relevant examples from credible sources using <b>quotes</b> and <b>citations</b> . Evidence attempts to <b>acknowledge and refute</b> alternate or opposing points of view but does so unclearly.	Student supports their thesis statement with <b>few</b> clear and relevant examples from credible sources using <b>quotes</b> and <b>citations</b> . <b>No</b> alternate points are discussed.
<b>Conclusion</b>	Essay provides a concluding statement that summarizes the major points, explains their significance, and builds to new ideas and insights. The conclusion continues to use <b>quotes</b> and sources to support its claims.	Essay provides a concluding statement that summarizes the major points, explains their significance, and builds to new ideas and insights.	Essay provides mostly summary and explanation but offers <b>few</b> new ideas and insights.	Essay provides mostly summary and offers <b>little explanation</b> and <b>no</b> new ideas and insights.
<b>Style (Language Choice &amp; Conventions)</b>	Uses strong words, transitional phrases and complex sentences <b>throughout</b> . Grammatical conventions are followed successfully (95% accuracy)	<b>Frequently</b> uses strong words, transitional phrases and complex sentences. Grammatical conventions are <b>usually</b> followed with success (85% accuracy)	<b>Sometimes</b> uses strong words, transitional phrases and complex sentences. Grammatical conventions are <b>sometimes</b> followed (75% accuracy)	<b>Rarely</b> uses strong words, transitional phrases and complex sentences. Grammatical conventions are <b>rarely</b> followed (65% accuracy)