

# Issue Argumentation Scoring Rubric

**Total Points Possible: 100**

## Conventions

- 5 The writer has avoided **tense errors** and avoided **passive voice** unless necessary for description or with an unknown subject.
- 4 The essay has one to three tense or passive voice errors.
- 3 The essay has four to eight tense or passive voice errors.
- 0 The essay has eight or more errors.
- 5 The writer has used correct **quotation punctuation** and **documentation**.
- 4 This essay has one to three quotation or documentation errors.
- 3 This essay has four to six quotation or documentation errors.
- 0 This essay has seven or more errors.
- 5 The essay has no **spelling, capitalization, word usage, apostrophes, dashes, commas, and semi-colons** errors.
- 4 The essay has one to five errors of the above.
- 3 The essay has six to ten errors of the above.
- 0 The essay has eleven or more errors of the above.
- 5 The essay has **clear, and complete sentences, parallel structure, correct coordination and subordination, and correct end punctuation**. It avoids **mixed sentences and run-ons**.
- 4 The essay has one to three sentence errors.
- 3 The essay has four to six sentence errors.
- 0 The essay has seven or more sentence errors.

**You must have all components of writing process as listed below, or you will earn a zero.**

**Prewriting:**

**Outline:**

**Draft 1**

**Revising Steps 1-5**

**Draft 2**

**Draft 3**

**Subtotal:** \_\_\_\_\_/100

**Revising Steps 6-10 deduction** \_\_\_\_\_

**Page requirement Deduction (2 pages max.)** \_\_\_\_\_

**This essay scored:** \_\_\_\_\_

## Elements of Style

- 7 This essay keeps the readers interested, using a variety of words including **strong nouns and vivid verbs** without overuse of “to be” verbs instead of action verbs. The essay **avoids trite expressions, clichés**. The writer has **varied** the methods of beginning sentences and type of sentences, using mostly **periodic syntax**. The essay is **exciting**.
- 6 This essay is mostly exciting.
- 4 This essay is somewhat exciting.
- 2 This essay meets only one of the above criteria.
- 0 This essay does not keep the reader interested. It is repetitious with no variety. It is boring.
- 7 This essay has a **concise style**, avoiding wordiness by using the fewest, strongest and most necessary words.
- 6 This essay mostly has a concise style, avoiding wordiness.
- 4 This essay is somewhat concise with some wordiness.
- 2 This essay abuses the Hit List of words to avoid.
- 0 This essay is wordy, lacking conciseness.
- 7 Driven by his/her experience, the writer has developed an engaging **persona** that creates a relationship with the audience and meshes his/her perspective with the audience’s.
- 6 The writer has developed a persona that creates a relationship with the audience and considers perspectives.
- 4 The writer shows a persona at times, but its relationship with the audience is negligible.
- 0 The writer lacks persona.
- 7 This essay has a **coherent style**, using words to connect the ideas. It uses a variety of transition methods including transitional words and phrases, strategic repetition, synonyms, and key pronouns.
- 6 This essay mostly has a coherent style.
- 4 This essay mostly has a coherent style.
- 2 This essay is fairly coherent.
- 0 This essay has no style coherence.

## Elements of Content

- 8 The essay has strong **impact** and a strong **approach to the argument**. Its approach is an opponent set-up, a pro-con evaluation, an evaluation of someone else's argument, or a Rogerian argument. The approach induces strong emotions in the readers, influences readers with substantial new information or a new way of viewing a situation, and it causes readers to seriously think about the topic.
  - 7 It impacts the audience and uses an appropriate approach.
    - 4 The essay makes some impact, and it, at times, follows one of the above approaches.
      - 0 The essay has little or no impact and/or little or no approach.
- 9 The essay offers thoroughly **specific argumentative content** that concentrates on the issue, never wandering off topic; answers why and/or how for every point; offers complete details on the issue; and clarifies essential ideas. All parts of the essay contribute to one clear idea or impression. Each paragraph deals with only one item, and all sentences support it. This essay has **unity**.
  - 7 The essay offers mostly specific argumentative content and unity.
    - 5 The essay offers adequate specific content and unity.
      - 3 The essay offers inadequate specific content and unity.
        - 0 The essay is not specific.
- 15 The essay provides **illustrative argumentation**, and **evidence reflects its intentionality**. The essay uses **allusion**, **analogy**, and **antithesis**. The writer has **illustrated** points by using **appropriate quotations** and by **paraphrasing** the author. The support is balanced and appropriate for the topic and purpose.
  - 13 The essay effectively illustrates by using several techniques and the three above devices. It provides mostly appropriate quotations or paraphrasing.
    - 11 The essay illustrates by using some techniques and offers at least two of the above devices. It provides mostly appropriate quotations or paraphrasing.
      - 9 The essay somewhat illustrates and offers at least two of the above devices. It provides some appropriate quotations or paraphrasing.
        - 6 The essay somewhat illustrates and offers at least one of the above devices. It provides some appropriate quotations or paraphrasing.
          - 3 The essay's evidence is weak.
            - 0 The essay is not illustrative.
  - 5 The writer has constructed **logical sentences** and has avoided **fallacies: ad hominem**s (attempts to disprove arguments by attacking the people presenting them), **circular reasoning** (arguments in which conclusions are already contained in the premises), **confusions of fact and value judgment** (observable and measurable examples versus opinions or preferences), **non sequiturs** (arguments in which conclusions are not necessary consequences of the premises), **oversimplifications** (statements or arguments that leave out relevant considerations about issues), and **self-contradictions** (arguments in which the premise contains both truth and falsity or an inconsistency).
    - 3 The essay has one of the above problems.
      - 2 The essay has two of the above problems.
        - 0 The essay has three or more of the above problems.

## Elements of Organization

- 5 The essay has a clear **purpose**, is in the appropriate **mode**, and demonstrates strong understanding of its **audience**, using a lucid and precise **thesis**.
  - 3 The essay is not strong in one of the areas above.
    - 1 The essay is not strong in two of the areas above.
      - 0 The essay has not established the basics of thesis, purpose, mode, and audience identification.
- 5 The writer has **coherently organized** the essay to respond to opposing views following the traditional, problem-solution, or a variation scheme.
  - 3 The organization includes opposing view response, but the scheme is confusing.
    - 0 The organization does not follow an appropriate response scheme.
- 5 The essay follows **MLA standards of format** including a correct **Works Cited** page.
  - 3 The essay has several MLA standards of format errors.
    - 0 The essay did not follow MLA standards of format.