

## General Rubric

This is a general analytical writing rubric. Specific "Structure of Argument" rubrics for each of the six different text structures follow.

### Exemplary / Exceeds

- ❖ **Structure of Argument**—Thesis statement is appropriate and concise; supporting evidence is well-chosen and transparently leads the reader through the argument:
  - Tight, analytical thesis statement;
  - At least three relevant and noteworthy supporting ideas;
  - Pertinent evidence supports argument; and
  - Relevant and sophisticated transition language effortlessly leads the reader through the argument.
- ❖ **Use of Language**—The language is sophisticated, precise, and appropriate for the purpose, audience, and subject area:
  - Cumulative subject-area vocabulary and precise general vocabulary; and
  - Formal academic language with recognizable and appropriate style and voice.
- ❖ **Knowledge of Concept/Facts**—Author accurately describes, explains, and incorporates sophisticated subject-area facts and concepts.
- ❖ **Integration/Quality of Ideas**—Makes unusual connections between and among ideas and concepts, applies and extends ideas discussed in class to real-world examples.

### Areas for Improvement

- ❖ **Structure of Argument**—Thesis statement is partial, non-analytical, or wishy-washy; there is some supporting evidence, and some attempt to lead the reader through the argument.
- ❖ **Use of Language**—Language is often, but not always, appropriate for the purpose, audience, and subject area.
- ❖ **Knowledge of Concept/Facts**—Author partially describes, explains, and uses pertinent subject-area facts and concepts.
- ❖ **Integration/Quality of Ideas**—Writer makes some connections between and among ideas and concepts and attempts to apply ideas, which may or may not be relevant or appropriate, to real-world examples.

### Proficient / Meets

- ❖ **Structure of Argument**—Thesis statement is clear and there is appropriate supporting evidence to lead the reader through the argument effectively:
  - Well-defined, analytical thesis statement;
  - At least three relevant supporting ideas;
  - Pertinent evidence supports argument; and
  - Appropriate transition language leads the reader through the argument.
- ❖ **Use of Language**—The language is appropriate for the purpose, audience, and subject area:
  - Relevant general and subject-area vocabulary;
  - Formal academic language;
  - Analytical, unemotional, language; and
  - Suitable transition language that leads reader through argument.
- ❖ **Knowledge of Concept/Facts**—Author accurately describes, explains, and applies useful subject-area facts and concepts.
- ❖ **Integration/Quality of Ideas**—Writer makes appropriate connections between and among ideas and concepts, transfers ideas discussed in class to real-world examples.

### Significant Reteaching

- ❖ **Structure of Argument**—There is no clear thesis statement, no clear supporting evidence, and no organizational structure.
- ❖ **Use of Language**—Language is inappropriate for the purpose, audience, and subject area.
- ❖ **Knowledge of Concept/Facts**—Little or no description, explanation, or application of appropriate subject-area facts and concepts included.
- ❖ **Integration/Quality of Ideas**—No or irrelevant connections between and among ideas and concepts and no effort made to apply ideas discussed in class to real-world examples.