**MHS Argument Composition Rubric**

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|  | **0** | **1** | **2** | **3** | **4** |
| **Introduce** | Writer shows no understanding of the learning goal | Writer has **no hook and/or 3 part thesis is weak or needs revision**. No clear distinction made between the claim and counterclaims | Writer may have a **weak hook** and/or **3 part thesis.** Does not clearly distinguish the claim from counterclaims | Writer has a hook, introduces a precise claim (3 part thesis) and distinguishes the claim from counterclaims | Writer has a **clever hook**, introduces a precise claim (three part thesis) and **establishes its significance.** Distinguishes the claim from counter claims |
| **Organize** | Writer shows no understanding of the learning goal | Writer **lacks an organizational plan**. No clear relationship is establishedbetween of claim, counterclaims, reasons and evidence. | Writer’s organization is **unclear or confusing**. Relationships among claim, counterclaims, reasons and evidence **may be illogical/unclear** | Writer creates an organization that establishes clear relationships among the claims, counter-claims, reasons and evidence | Writer creates an organization that logically **sequences the relationship among** the claims, counterclaims, reasons and evidence. |
| **Develop** | Writer shows no understanding of the learning goal | The writer’s claims and/or counter-claims are under-developed (lack of TE and/or CM).  Writer **does not anticipate the** audience’s knowledge level and concerns. | The writer **attempts to develop claims** and counter-claims and supply  evidence for each while pointing out the strengths and limitations of both  Writer **may not anticipate the** audience’s knowledge level and concerns. | The writer  develops claims and counter-claims fairly supplying  evidence for each while pointing out the strengths and limitations of both  Writer anticipates the audience’s knowledge level and concerns. | The writer  develops claims and counter-claims fairly and **thoroughly** supplying **the** **most relevant**  evidence for each while pointing out the strengths and limitations of both  Writer anticipates the audience’s knowledge level and concerns, **values, and possible biases.** |
| **Connect** | Writer shows no understanding of the learning goal | Writer **uses no and/or inappropriate words, phrases and clauses** to link the major sections of the text. The relationship between claims and reasons, between reasons and evidence and between claims and counterclaims **is unclear or illogical** | Writer **seldom** **uses words, phrases and clauses to link** the major sections of the text. There is a **lack of cohesion and clarity in** distinguishing the relationship between claims and reasons, between reasons and evidence and between claims and counterclaims. | Writer uses words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims. | Writer uses words, phrases and clauses as well as **varied syntax** to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims. |
| **Style** | Writer shows no understanding of the learning goal | Writer’s style is **informal and/or tone may be biased.** Grammatical errors inhibit understanding. | Writer **attempts** to establish and maintain a formal style and objective tone while attending to writing norms and conventions. | Writer establishes and maintains a formal style and objective tone while attending to writing norms and conventions | Writer establishes and maintains a formal style and objective tone while attending to writing norms and conventions. **Writer’s voice is present.** |
| **Conclude** | Writer shows no understanding of the learning goal | Writer provides a **weak concluding statement** or section that **may not follow from and support their argument**. | Writer provides a concluding statement or section that follows from and supports the argument presented but may be **underdeveloped and/or anti-climatic** | Writer provides a concluding statement or section that follows from and supports the argument presented. | Writer provides a concluding statement or section that follows from and supports the argument presented. Writer **revisits hook and leaves the reading contemplative.** |
| **MLA Citation/**  **Documentation** | Writer shows no understanding of the learning goal | Few sources & quotes are included and accurately documented & cited following MLA guidelines. | Most sources & quotes are included and accurately documented & cited following MLA guidelines. | All sources & quotes are included and accurately documented & cited following MLA guidelines. |  |