**Argument Paragraph Rubric – Prove Your Point**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Advanced** | **On-Target** | **Novice** |
| **Content** | The paragraph:   * Creates a unified and persuasive argument; every sentence supports the key claim. * Contains a topic sentence with a debatable claim and summary of the evidence. * Employs multiple evidence types, including a secondary source. * All sources are credible and properly cited. * Includes commentary that intricately and complexly explains how the evidence proves the claim. | The paragraph:   * Creates a fairly unified and persuasive argument; almost all sentences support the key claim. * Contains a topic sentence with a debatable claim and summary of the evidence. * Employs a variety of evidence types, including a secondary source. * Most sources are credible and properly cited. * Includes commentary that explains how the evidence proves the claim. | The paragraph:   * Struggles to create a unified and persuasive argument; multiple sentences do not directly support the key claim. * Contains a topic sentence with either a debatable claim or summary of the evidence, but not both. * Employs only one evidence type. * Sources are not credible; citations are missing or incorrect. * Commentary missing or does not fully explain how the evidence proves the claim. |
| **Organization** | The paragraph:   * Shifts seamlessly back and forth between evidence and commentary. | The paragraph:   * Logically flows between evidence and commentary. | The paragraph:   * Struggles to organize evidence and commentary in a logical manner. |
| **Style & Mechanics** | The paragraph:   * Contains no fragments or run-ons; engages complex sentence structures. * Consistently maintains a formal voice. * Readily employs diction specific to the chosen topic. | The paragraph:   * Contains minimal fragments or run-ons. * Maintains a formal voice throughout with only occasional lapses. * Employs diction specific to the chosen topic. | The paragraph:   * Contains multiple fragments or run-ons. * Is written in an informal voice. * Occasionally employs diction specific to the chosen topic. |
| **Common Sense Corrections** | The paragraph:   * Only contained 1 or less errors in spelling, capitalization, grammar, punctuation, etc.   (See Checklist) | The paragraph:   * Contained 2 or 3 errors in spelling, capitalization, grammar, or punctuation   (See Checklist) | The paragraph:   * Contained 4 or more errors in spelling, capitalization, grammar, or punctuation   (See Checklist) |
| **Included All Teacher Requirements** | The paragraph:   * Included all requirements below and perhaps more | The paragraph:   * Did not include 1 key elements, such as evidence, citations, transitions, etc | The paragraph:   * Did not include 2 or more key elements, as listed below |

Requirements:

* Includes a strong claim and main points in the topic sentence
* Two pieces (or more) of evidence
* Two pieces (or more) of reasoning to further explain the evidence
* In-text citations
* Meets all expectations from ‘Common Sense Checklist’
* Three or more transitions
* Conclusion that strongly summarizes claim and main points