

8th Grade Persuasive (Argument) Essay Rubric

	1 Below-level	2 Slightly below-level	3 At-level	4 Exceeds-level
Argument	<p>Student's argument is minimally or not developed and addresses few or no parts of the prompt.</p> <p>Student's argument shows little or no understanding of the prompt's topic.</p> <p>Student does not acknowledge counter arguments.</p>	<p>Student's argument is partially developed and addresses some parts of the prompt.</p> <p>Student's argument shows a limited understanding of the prompt's topic.</p> <p>Student barely acknowledges counter arguments.</p>	<p>Student's argument is developed and addresses all parts of the prompt.</p> <p>Student's argument shows an understanding of the prompt's topic.</p> <p>Student acknowledges counter arguments and distinguishes between claims and counterclaims.</p>	<p>Student's argument is effectively developed and addresses all parts of the prompt.</p> <p>Student's argument shows a deep understanding of the prompt's topic.</p> <p>Student acknowledges and responds to counter arguments and distinguishes between claims and counterclaims.</p>
Support	<p>Student provides no, irrelevant, and not credible evidence to support the argument or does not show an understanding of the topic.</p> <p>Student provides vague or inaccurate analysis of how evidence supports the argument.</p>	<p>Student provides limited or not credible evidence to support the argument or shows little understanding of the topic.</p> <p>Student provides some analysis of how evidence supports the argument.</p>	<p>Student provides adequate, relevant evidence from credible sources to support the argument and show an understanding of the topic.</p> <p>Student provides an analysis of how evidence supports the argument.</p>	<p>Student provides considerable, relevant evidence from credible sources that skillfully supports the argument and shows a deep understanding of the topic.</p> <p>Student provides a thoughtful, clear analysis of how evidence supports the argument.</p>
Organization	<p>Student does not organize essay into any type of structure.</p> <p>Student does not use an introduction or conclusion. Student does not use body</p>	<p>Student attempts to introduce argument at the beginning of the essay.</p> <p>Student attempts to organize evidence into body paragraphs.</p>	<p>Student introduces argument in an introductory statement or paragraph.</p> <p>Student organizes evidence into logical body paragraphs that mostly support the</p>	<p>Student effectively introduces argument in an introductory paragraph with a clear thesis.</p> <p>Student organizes evidence into logical body paragraphs</p>

	<p>paragraphs.</p> <p>Student <i>rarely</i> or <i>does not</i> use grade-level appropriate linking words and clauses to connect paragraphs or ideas.</p>	<p>Student <i>attempts</i> to provide a conclusion that supports the argument.</p> <p>Student attempts to use grade-level appropriate linking words and clauses to connect paragraphs and ideas.</p>	<p>argument.</p> <p>Student <i>provides</i> a conclusion that supports up the argument.</p> <p>Student uses grade-level appropriate linking words and clauses to connect and clarify the relationship between paragraphs and ideas.</p>	<p>that <i>effectively</i> support the argument.</p> <p>Student provides an <i>insightful</i> conclusion that <i>effectively</i> supports the argument.</p> <p>Student uses grade-level appropriate linking words and clauses to <i>masterfully</i> connect and clarify the relationships between paragraphs and ideas.</p>
Language	<p>Student demonstrates <i>little</i> to <i>no</i> understanding of writing conventions, making writing <i>difficult</i> to understand.</p> <p>Student <i>does not</i> or <i>inaccurately uses</i> grade-appropriate academic and domain-specific words or phrases. Such usage detracts from the overall efficacy of the essay.</p>	<p>Student demonstrates <i>incomplete</i> mastery of writing conventions, that may <i>interfere</i> with meaning.</p> <p>Student <i>occasionally</i> uses grade-appropriate academic and domain-specific words or phrases. Such usage <i>may detract</i> from the efficacy of the argument.</p>	<p>Student demonstrates <i>good</i> command of writing conventions. Mistakes are <i>barely noticeable</i> and <i>do not interfere</i> with meaning.</p> <p>Student <i>mostly</i> uses grade-appropriate academic and domain-specific words or phrases. Student <i>occasionally misuses</i> words or phrases, but such usage <i>does not detract</i> from the overall efficacy of the argument.</p>	<p>Student demonstrates <i>excellent</i> command, using writing conventions to <i>enhance</i> the overall meaning of the essay.</p> <p>Student <i>consistently</i> and <i>appropriately</i> uses grade-appropriate academic and domain-specific words or phrases. Such usage <i>bolsters</i> the efficacy of the essay.</p>
Style	<p>Student <i>rarely</i> or <i>does not</i> use a formal style in the essay. Student often or completely uses an informal style that <i>detracts</i> from the efficacy of the argument and is not appropriate to the prompt or audience.</p>	<p>Student <i>occasionally</i> uses a formal style in the essay. Student slips into an informal style that <i>may detract</i> from the efficacy of the argument, and/or is not appropriate to the prompt or audience.</p>	<p>Student <i>mostly</i> maintains a formal style in the essay, appropriate to the task and audience of the prompt. Student <i>occasionally</i> slips into an informal style that <i>does not detract</i> from the overall efficacy of the argument.</p>	<p>Student <i>maintains</i> a formal style <i>throughout</i> the essay, appropriate to the task and audience of the prompt, which <i>bolsters</i> the efficacy of the argument.</p>