

Argument/Persuasive Outline Rubric

Part of Outline	Superior (95-100)	Excellent (90-94)	Good (81-89)	Sufficient (75-80)	Partially Proficient NY (65-75)	Developing – Not Yet (NY) (Below 65)	
Assignment – 5pts	Student completely fulfills assignment requirements-5pts	Student fulfills assignment requirements-4.5pts		Student partially fulfills assignment requirements (almost all)-3.5-4 pts.	Student partially fulfills assignment requirements 3 – 3.5pts.	Student partially fulfills assignment requirements –under 3 pts.	Student’s work in no way relates to assignment-under 2.5 pts
Thesis-10pts	Student’s thesis is a clear, arguable, well developed, and definitive statement of position – with details. 9-10pts.	Student’s thesis is a clear, arguable, definitive statement of position with details. 8-9 pts.	Student’s thesis is a clear and arguable statement of position - 8pts.	Student’s thesis is a clear, arguable statement of position, but seems as if it is overlooking something, or making assumptions. May seem superficial.-7 pts.	Student’s thesis is an arguable statement of position, but is overlooking something, or making assumptions. Seems superficial.-6pts.	Student’s thesis is an outline of points; it is not an arguable statement of position-5pts.	Student’s work does not have a thesis-under 5pts.
Development-10pts.	Student’s outline demonstrates a logical, mature, and thorough development of points that support the thesis-10pts.	Student’s outline demonstrates a logical and thorough development of points that support the thesis-9pts.	Student’s outline demonstrates adequate development of points that support the thesis-8pts.	Student’s outline demonstrates barely adequate development of points that support the thesis-7pts.	Student’s outline demonstrates an attempt at adequate development of points that support the thesis -6-7pts.	Student’s outline presents a superficial development of points, many of which do not support the thesis-5 pts.	Student’s outline does not present any evidence of development of points supporting thesis-under 5pts.
Evidence: Analysis-17pts. Synthesis-3pts.	Student presents relevant and fully analyzed textual evidence to support the thesis following the argument formula-16-17pts. <i>Credible sources, citations included</i> Student synthesizes textual evidence and refers to thesis statement- <i>citations included for wide variety of sources.</i> 3pts.	Student presents relevant and fully analyzed textual evidence to support the thesis; Citations -15-16pts. Student synthesizes textual evidence-2.7pts. **Analysis is demonstrated by use of specific details from sources and explanations that connect sources to own ideas.	Student presents relevant and adequately analyzed textual evidence to support the thesis; Citations -14pts. Student makes an attempt at synthesis-2.5pts.	Student presents relevant and partially analyzed textual evidence to support the thesis; Citations -13pts. Student makes an attempt at synthesis-2.3pts.	Student presents textual evidence that is not analyzed or is analyzed but does not support the thesis; Citations - 11-12pts. Student makes an attempt at synthesis-1.7 pts.	Student’s textual evidence is irrelevant and is not analyzed; No citations -10 pts. Student makes no attempt at synthesis-under 1.5pts.	Student provides no textual evidence to support the thesis; No citations — under 10 pts. Student makes no attempt at synthesis-under 1pts
Opposition/ Refutation- 10 pts	Student clearly and fully explains opposition and persuasively refutes it using cited evidence -10p	Student clearly explains opposition and persuasively refutes it using cited evidence-9p	Student explains opposition and gives refutation-8.5 p	Student mentions opposition and gives refutation-7p	Student does not explain opposition or does not refute-6-7p	Student does not include oppositions/refutations in outline- under 5pts.	
Attention Grabber – 10 pts	intro has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	Intro has hook or attention grabber appropriate for audience.	The intro has a hook or attention grabber, but it could be stronger – audience may not respond to it or remember it.	The intro has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting intro but there is no hook to draw the audience in or connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic. OR Student does not include intro with hook	
Closure/Closing Point – 10 pts	The conclusion is strong and leaves the listener solidly understanding the writer’s position. Includes effective restatement of the position statement (AKA thesis statement) <i>Uses pathos ☺</i>	The conclusion is strong and reminds listener of the writer’s position. Author’s position restated near the beginning of the conclusion. <i>Uses pathos ☺</i>	Conclusion is evident; may seem mechanical. The author’s position is restated within the conclusion.	Conclusion is recognizable, may seem superficial/mechanical. Student’s position is not restated.	Conclusion is recognizable because of its position in the outline. Student’s position is not restated or conclusion is superficial.	There is no conclusion - the outline just ends	
Bibliography/ Works Cited 25 pts	More than 4 credible sources; listed in correct MLA format, Obviously used well/comprehensively in outline/argument	4 credible sources listed in correct MLA format, Obviously used well in outline/argument. 22.5pts	4 credible sources listed in correct MLA format, Obviously used in outline/argument 21pts	4 credible sources listed in correct MLA format, could be used more in outline /argument 20 pts	4 credible sources listed in correct MLA format, must be used significantly more in outline/ argument 16pts	Fewer than 4 credible sources. Not all/many sources used. Incorrect MLA format. Under 15 pts	

modified from http://dante.udallas.edu/edu5352/schofield/Argum_Essay_Rubric.htm