



The University of Texas at Austin
UT High School

Argument/Persuasive Essay Rubric

Writing will be scored according to the following three categories: Organization, Development, and Language/Style. Each of these categories is worth a total of ten points possible, as is represented by the score numerals across the top. Scores for each category will be based on how the quality of the writing best fits the descriptions in each category. If writing quality fits best between two descriptions, the boxed numeral between the two categories will be the score for that category. The final score of the essay will be the sum of the three category scores divided by a total of 30 points possible. (See score conversion chart below.)

Score	1	2	3	4	5	6	7	8	9	10
Organization and Thesis	Thesis is difficult to discern. Organizational strategy is difficult to discern. Transitions, when present, fail to connect ideas. Does not group ideas or present an organizational structure.		Thesis, if evident, reflects little clarity in thought and purpose. Organizational strategy is rudimentary. Transitions are misleading or poorly formed. Grouping of ideas is often inconsistent and often unclear.		Thesis reflects some clarity in thought and purpose. Organizational strategy is basic. Transitions sometimes clarify relationships among ideas. Logical grouping and sequencing of most ideas.		Thesis reflects clarity in thought and purpose. Organizational strategy is clear. Transitions clarify relationships among ideas. Logical grouping and sequencing of ideas.		Thesis reflects precision in thought and purpose. Organizational strategy is skillful. Transitions strengthen relationships among ideas. Logical progression of ideas and skillful reasoning effectively convey the significance of the argument.	
Development	Ideas lack development and claims lack support. Evidence is absent.		Development of ideas and support for claims are weak or disjointed. Evidence may be present but is inadequate.		Development of ideas and support for claims are mostly relevant but general or simplistic. Evidence may be present but somewhat imprecise.		Development of ideas and support for claims clarify meaning and purpose. Concrete evidence clarifies reasoning.		Development of ideas and support for claims deepen insight and broaden context. Concrete evidence bolsters reasoning.	
Language / Style	Word choice is imprecise and difficult to understand. Language fails to respond to argumentative task. Sentence structures are often unclear. Tone/style is difficult to identify. Distracting grammatical errors are pervasive and often impede understanding.		Word choice is rudimentary and imprecise. Language is basic. Sentence structures are sometimes unclear. Tone/style is inconsistent and not always appropriate. Distracting grammatical errors that sometimes impede understanding.		Word choice is general. Language is basic. Sentence structures are usually clear but rarely varied. Tone/style is not always appropriate. Distracting grammatical errors.		Word choice is adequate. Language conveys the argument. Sentence structures are sometimes varied. Tone/style is appropriate. Minor grammatical errors.		Word choice is skillful and precise. Language enhances the argument. Sentence structures are consistently varied and clear. Tone/style is effective. Few minor grammatical errors.	

30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
100	97	93	90	87	83	80	77	73	70	67	63	60	57	53	50	47	43	40	37	33	30	27	23	20	17	13	10	7	3