

# BHS Argumentative Writing

W.1: MLA

## MLA Research Essay Rubric

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: / /

Writing Task and Purpose: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose and Structure			
Exceeds/____	Proficient/____	Approaching/____	Well Below/____
<input type="checkbox"/> Precise topic <input type="checkbox"/> Precise claim <input type="checkbox"/> Introduction skillfully opens the paper <input type="checkbox"/> Concluding section skillfully closes the argument <input type="checkbox"/> Organization is perfectly aligned to task, purpose and audience <input type="checkbox"/> Analysis of claim and counterclaim reveals the finer elements of the argument	<input type="checkbox"/> Clear topic <input type="checkbox"/> Clear claim <input type="checkbox"/> Effective introduction <input type="checkbox"/> Effective concluding section <input type="checkbox"/> Organization fits task, purpose and audience <input type="checkbox"/> Clear difference between claim and counterclaim based on writer's analysis	<input type="checkbox"/> Unclear topic <input type="checkbox"/> Unclear claim <input type="checkbox"/> Ineffective introduction <input type="checkbox"/> Ineffective concluding section <input type="checkbox"/> Organization is off the mark of the task, purpose, and audience <input type="checkbox"/> Unclear difference between claim and counterclaim	<input type="checkbox"/> No topic <input type="checkbox"/> No claim <input type="checkbox"/> No introduction <input type="checkbox"/> No concluding section <input type="checkbox"/> No apparent organization <input type="checkbox"/> No attempt to differentiate claim and counterclaim
Development of Ideas			
Exceeds/____	Proficient/____	Approaching/____	Well Below/____
<input type="checkbox"/> Reasons are <i>valid</i> and the <i>most significant</i> for purpose & audience <input type="checkbox"/> Evidence is sufficient and the <i>most significant</i> for purpose & audience <input type="checkbox"/> Relationships between claim, reasons and evidence are <i>clarified without question</i> <input type="checkbox"/> Relationships between claim and counterclaim(s) are <i>clarified without question</i> <input type="checkbox"/> The argument is cohesive, convincing and <i>logical</i> <input type="checkbox"/> Integration of information maintains a <i>seamless</i> flow of ideas	<input type="checkbox"/> <i>Valid</i> reasons support the claim <input type="checkbox"/> <i>Sufficient and relevant evidence</i> is cited to support the reasons <input type="checkbox"/> Relationships between claims, reasons and evidence are <i>clear</i> <input type="checkbox"/> Relationships between claims and counterclaims are <i>clear</i> <input type="checkbox"/> The argument is <i>cohesive and convincing</i> <input type="checkbox"/> Integration of information <i>maintains a flow of ideas</i>	<input type="checkbox"/> <i>Questionable</i> reasons support the claim <input type="checkbox"/> <i>Insufficient and/or irrelevant</i> evidence is cited <input type="checkbox"/> Relationships between claim, reasons, and evidence are <i>unclear</i> <input type="checkbox"/> Relationships between claim and counterclaim(s) are <i>unclear</i> <input type="checkbox"/> The argument is <i>somewhat</i> convincing <input type="checkbox"/> Integration of information <i>lacks fluidity</i>	<input type="checkbox"/> No reasons <input type="checkbox"/> No evidence is cited <input type="checkbox"/> Relationships between claims, reason and evidence are not developed <input type="checkbox"/> Relationships between claims and counterclaims are not developed <input type="checkbox"/> The argument is not convincing <input type="checkbox"/> Information is not integrated

Total from first section: \_\_\_\_\_

Comments:

<b>Use of Language</b>			
<b>Exceeds/___</b>	<b>Proficient/___</b>	<b>Approaching/___</b>	<b>Well Below/___</b>
<input type="checkbox"/> Objective and <i>scholarly</i> tone throughout essay <input type="checkbox"/> Transition words are used effectively to connect and <i>elucidate</i> ideas and information <input type="checkbox"/> Signal phrases <i>clearly</i> introduce all quoted/paraphrased evidence <input type="checkbox"/> <i>Zero errors</i> in correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Objective tone <i>throughout</i> essay <input type="checkbox"/> Transition words <i>are used</i> to connect ideas and information <input type="checkbox"/> Signal phrases introduce <i>all</i> quoted/paraphrased evidence <input type="checkbox"/> <i>One-four errors</i> in correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Sections or sentences <i>lack</i> an objective tone <input type="checkbox"/> Transition words <i>are rarely used</i> to connect ideas and information <input type="checkbox"/> Signal phrases introduce <i>some</i> quoted/paraphrased evidence <input type="checkbox"/> <i>Five-nine errors</i> in correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Lacks objective tone <input type="checkbox"/> No transition words are used <input type="checkbox"/> No signal phrases <input type="checkbox"/> More than ten errors in correct sentence formation, punctuation, capitalization, grammar usage, and spelling
<b>Academic Content</b>			
<b>Exceeds/___</b>	<b>Proficient/___</b>	<b>Approaching/___</b>	<b>Well Below/___</b>
<i>*TBD by content teacher to assess student research and analysis of complex topics within content standards</i> <input type="checkbox"/> All sources are <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>MLA Format</b>			
<b>Exceeds/___</b>	<b>Proficient/___</b>	<b>Approaching/___</b>	<b>Well Below/___</b>
<input type="checkbox"/> <i>Zero errors</i> in MLA format of essay header, heading and text layout <input type="checkbox"/> <i>Zero errors</i> in parenthetical citations <input type="checkbox"/> <i>Zero errors</i> on works cited page	<input type="checkbox"/> <i>One-two errors</i> in MLA format of essay header, heading and text layout <input type="checkbox"/> <i>One-two errors</i> in parenthetical citations <input type="checkbox"/> <i>One-two errors</i> on works cited page	<input type="checkbox"/> <i>Three-four errors</i> in MLA format of essay header, heading and text layout <input type="checkbox"/> <i>Three errors</i> in parenthetical citations <input type="checkbox"/> <i>Three-four errors</i> on works cited page	<input type="checkbox"/> Five or more errors in MLA format <input type="checkbox"/> Five or more errors in parenthetical citations <input type="checkbox"/> Five or more errors on works cited page

**Total Score: \_\_\_\_\_ Grade: \_\_\_\_\_**

**Comments:**

