

ACT Writing Rubric

	Score 6: Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.	Score 5: Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.	Score 4: Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.	Score 3: Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.	Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argumentative essay.	Score 1: Responses at this scorepoint demonstrate little or no skill in writing an argumentative essay.
Ideas and Analysis	<p>The writer generates an argument that critically engages with multiple perspectives on the given issue.</p> <p>The argument's thesis reflects nuance and precision in thought and purpose.</p> <p>The argument establishes and employs an insightful context for analysis of the issue and its perspectives.</p> <p>The analysis examines implications, complexities and tensions, and/or underlying values and assumptions</p>	<p>The writer generates an argument that productively engages with multiple perspectives on the given issue.</p> <p>The argument's thesis reflects precision in thought and purpose</p> <p>The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives.</p> <p>The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions</p>	<p>The writer generates an argument that engages with multiple perspectives on the given issue.</p> <p>The argument's thesis reflects clarity in thought and purpose.</p> <p>The argument establishes and employs a relevant context for analysis of the issue and its perspectives.</p> <p>The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>The writer generates an argument that responds to multiple perspectives on the given issue.</p> <p>The argument's thesis reflects some clarity in thought and purpose.</p> <p>The argument establishes a limited or tangential context for analysis of the issue and its perspectives.</p> <p>Analysis is simplistic or somewhat unclear.</p>	<p>The writer generates an argument that weakly responds to multiple perspectives on the given issue.</p> <p>The argument's thesis, if evident, reflects little clarity in thought and purpose.</p> <p>Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issues and its perspectives.</p>	<p>The writer fails to generate an argument that responds intelligibly to the task.</p> <p>The writer's intentions are difficult to discern.</p> <p>Attempts at analysis are unclear or irrelevant.</p>
Development and Support	<p>Development of ideas and support for claims deepen insight and broaden context.</p> <p>An integrated line of skillful reasoning and illustration effectively conveys the significances of the argument.</p> <p>Qualifications and complications enrich and bolster ideas and analysis.</p>	<p>Development of ideas and support for claims deepen understanding.</p> <p>A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument.</p> <p>Qualifications and complications enrich ideas and analysis.</p>	<p>Development of ideas and support for claims clarify meaning and purpose.</p> <p>Lines of clear reasoning and illustration adequately convey the significance of the argument.</p> <p>Qualifications and complications extend ideas and analysis.</p>	<p>Development of ideas and support for claims are mostly relevant but are overly general or simplistic.</p> <p>Reasoning and illustration largely clarify the argument but may be somewhat repetitious or imprecise.</p>	<p>Development of ideas and support for claims are weak, confused, or disjointed.</p> <p>Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.</p>	<p>Ideas lack development, and claims lack support.</p> <p>Reasoning and illustration are unclear, incoherent, or largely absent.</p>

	Score 6:	Score 5:	Score 4:	Score 3:	Score 2:	Score 1:
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Organization	<p>The response exhibits a skillful organizational strategy.</p> <p>The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument.</p> <p>Transitions between and within paragraphs strengthen the relationships among ideas.</p>	<p>The response exhibits a productive organizational strategy.</p> <p>The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument.</p> <p>Transitions between and within paragraphs consistently clarify the relationships among ideas.</p>	<p>The response exhibits a clear organizational strategy.</p> <p>The overall shape of the response reflects an emergent controlling idea or purpose.</p> <p>Ideas are logically grouped and sequenced.</p> <p>Transitions between and within paragraphs clarify the relationships among ideas.</p>	<p>The response exhibits a basic organizational structure.</p> <p>The response largely coheres, with most ideas logically grouped.</p> <p>Transitions between and within paragraphs sometimes clarify the relationships among ideas.</p>	<p>The response exhibits a rudimentary organizational structure.</p> <p>Grouping of ideas is inconsistent and often unclear.</p> <p>Transitions between and within paragraphs are misleading or poorly formed.</p>	<p>The response does not exhibit an organizational structure.</p> <p>There is little grouping of ideas.</p> <p>When present, transitional devices fail to connect ideas.</p>
Language Use	<p>The use of language enhances the argument.</p> <p>Word choice is skillful and precise.</p> <p>Sentence structures are consistently varied and clear.</p> <p>Stylistic and register choices, including voice and tone, are strategic and effective.</p> <p>While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>	<p>The use of language works in service of the argument.</p> <p>Word choice is precise.</p> <p>Sentence structures are clear and varied often.</p> <p>Stylistic and register choices, including voice and tone, are purposeful and productive.</p> <p>While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>	<p>The use of language conveys the argument with clarity.</p> <p>Word choice is adequate and sometimes precise.</p> <p>Sentence structures are clear and demonstrate some variety.</p> <p>Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose.</p> <p>While errors in grammar, usage, and mechanics are present, they rarely impede understanding.</p>	<p>The use of language is basic and only somewhat clear.</p> <p>Word choice is general and occasionally imprecise.</p> <p>Sentence structures are usually clear but show little variety.</p> <p>Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose.</p> <p>Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</p>	<p>The use of language is inconsistent and often unclear.</p> <p>Word choice is rudimentary and frequently imprecise.</p> <p>Sentence structures are sometimes unclear.</p> <p>Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose.</p> <p>Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</p>	<p>The use of language fails to demonstrate skill in responding to the task.</p> <p>Word choice is imprecise and often difficult to comprehend.</p> <p>Sentence structures are often unclear.</p> <p>Stylistic and register choices are difficult to identify.</p> <p>Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</p>