**The ACT Writing Test Scoring Rubric**

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|  | ***Ideas and Analysis*** | ***Development and Support*** | ***Organization*** | ***Language Use*** |
| **Score 5:** **Responses at this scorepoint demonstrate** **effective skill in writing an argumentative essay.** | The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument’s thesis reflects nuance and precision in thought and purpose. The argument establishes and employs aninsightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions. | Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.  | The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer’s argument. Transitions between and within paragraphs strengthen the relationships among ideas.  | The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.  |
| **Score 4:** **Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.** | The writer generates an argument that engages with multiple perspectives on the given issue. The argument’s thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions.  | Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.  | The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.  | The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding. |

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|  | ***Ideas and Analysis*** | ***Development and Support*** | ***Organization*** | ***Language Use*** |
| **Score 3:** **Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argumentative essay.** | The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument’s thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.  | Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.  | The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed. | The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding. |

\*\* No points will be awarded if basic 5 paragraph essay formats are not followed:

* Thesis statement in the intro paragraph
* Conclusion paragraph
* 6-8 sentences in the 3 body paragraphs
* Outside sources can be referenced in an MLA style, but are not required in any way for this assignment.