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| Argument Essay Rubric | | |
| Score | Criteria | Category |
| A | Introductory paragraph fully grabs reader’s attention.  Thesis statement fully answers essay prompt with unique, bold, reasonable, and arguable insight.  Each body paragraph’s topic sentence sets a clear, powerful path in developing the thesis.  Each paragraph clearly centers on the topic sentence, fully developing the topic sentence with insightful evidence Each paragraph delivers strong links/warrants to explain how the evidence supports the topic sentence.  Each body paragraph closes with a strong concluding statement.  Reasoning shows depth of thought and presents unique, interesting insight.  Powerful vocabulary does not inappropriately repeat key words or phrases; word choice is always fresh/interesting.  Excellent sentence flow and variety of sentence structures.  Skillful use of transitions to help create a unified, cohesive piece of writing.  MLA citations are correctly formatted and skillfully embedded.  Works Cited page is free of errors.  A lively, interesting, authoritative writer’s voice comes through to the audience. | Exceeds Expectations |
| B | Introductory paragraph is appropriate to the topic but lacks inspiration.  Thesis statement fully answers essay prompt but lacks the power of the “A” level thesis.  Each body paragraph’s topic sentence logically supports the thesis, but doesn’t add more power.  Each paragraph centers on a topic using appropriate but perhaps obvious evidence.  Each paragraph delivers links/warrants to connect the evidence to the main idea.  Each body paragraph closes with a concluding statement.  Reasoning is generally good, but a bit obvious at times; writer may not dig deeply.  Strong vocabulary clearly expresses ideas; words or phrases are not repetitive.  Smooth sentence flow and occasionally effective sentence variety.  Correct and adequate use of transitions for unity and cohesiveness.  MLA citations are correctly formatted and embedded.  Works Cited page has few errors.  The writer’s voice comes through to the audience but sounds flat at times. Voice may be somewhat tentative. | Meets Expectations |
| C | Introduction is flat or predictable.  Thesis statement answers essay prompt, but is tired, clichéd, safe, or bland.  Each body paragraph’s topic sentence supports the thesis, but construction is mechanical.  Paragraphs are each centered on a single topic, but a topic sentence may be missing.  Evidence is provided, but not smoothly embedded.  Links/warrants loosely connect the evidence to the main idea, or they are sometimes missing.  Concluding statements are weak or sometimes missing.  Reasoning is obvious, superficial, simplistic, or repetitive; ideas are not taken very far.  Ordinary, simple vocabulary or overly flowery language blocks meaning at times.  Sentence flow is choppy at times; limited sentence variety.  Limited use of transitions; at times, an inappropriate transition is used or is missing altogether  MLA citations are correctly formatted for the most part, but embedding is clunky/not always handled well.  Works Cited page contains consistent errors.  Writer’s voice is off key for the assignment, either too formal and rigid, too informal, or uncertain. | Approaching Expectations |
| D | Introduction is a restatement of the prompt with no new insight.  Thesis statement does not fully answer the essay prompt or is unclear/uncertain about the topic.  Body paragraph’s topic sentence doesn’t clearly connect to the thesis and/or includes too much summary.  Paragraphs are not clearly centered on a single topic.  There is missing evidence, or the details are digressions.  Links/warrants are inaccurate or not connected to the topic sentence; embedding of material is clunky.  Reasoning is weak, veers off-topic, or relies too heavily on reporting information.  Vocabulary is flat or below grade-level, and/or diction is inappropriate.  Writing is choppy and erratic with little or no sentence variety.  Writing uses few, if any, transitions.  MLA citations are not correctly formatted or embedded.  Works Cited page contains numerous errors or is missing.  Writer’s voice is lifeless, robotic, or indecisive. | Does Not Meet Expectations |
| F | Assignment is incomplete, incoherent, undeveloped, or does not meet the requirements of the assignment. |  |

Submit the following pieces of the writing process in this order:

* This rubric
* Your final essay
* Peer review sheet on your essay
* Your draft used for peer review

**Overall Evaluation**

Content \_\_\_\_\_/30

Grammar (-1 point per error) \_\_\_\_\_/20

Peer Review \_\_\_\_\_/10

**Total \_\_\_\_\_/60 Grade = \_\_\_\_\_\_**