

Argument Essay

4 = highly proficient 3 = proficient 2 = approaching proficiency 1 = below proficient

4	<p>4 IDEAS: Clearly stated position; effectively supports position with compelling logical claims and substantive evidence-based reasons. States and explains counter arguments and offers strong rebuttal.</p> <p>4 ORGANIZATION: Tightly organized logical argument; supporting evidence clearly and effectively linked to claims; smooth transitioning between supporting points and within paragraphs.</p> <p>4 STYLE: Maintains a strong third-person voice, precise and vivid word choices; consistently appropriate tone; strong originality of expression.</p> <p>4 GRAMMAR AND MECHANICS: Infrequent or absent errors; punctuation, usage, spelling, and documentation of sources closely follow MLA standards.</p>
3	<p>3 IDEAS: States a position; reasonably supports the position with sufficient claims and relevant evidence-based reasons. Presents counter arguments and effective rebuttal.</p> <p>3 ORGANIZATION: Logical and appropriate progression of argument; supporting evidence linked to claims; transitions connect paragraphs and ideas.</p> <p>3 STYLE: Effective voice for argument; appropriate word choices and tone; original expression evident.</p> <p>3 GRAMMAR AND MECHANICS: Occasional errors but not distracting; punctuation, usage, spelling, and documentation of sources mostly follow MLA standards.</p>
2	<p>2 IDEAS: Weakly stated or implied position; personal opinion offered as support; explanations mostly understandable, but evidence is limited; claims and explanations somewhat simple, brief, or falsely generalized. Presentation and rebuttal of counter arguments weak or partial.</p> <p>2 ORGANIZATION: One idea per paragraph generally but idea relationships sometimes unclear. Transitions simple or choppy. Claims and evidence not clearly linked.</p> <p>2 STYLE: Functional but limited, awkward, or wordy sentences; tone or voice may be inappropriate for argument; lacking author's expression.</p> <p>2 GRAMMAR AND MECHANICS: Distracting errors in punctuation, usage, syntax, and spelling; documentation of sources somewhat follows basic MLA standards.</p>
1	<p>1 IDEAS: Central position lacking; essay may contradict its thesis; reasons and evidence simplistic, brief, repetitious, hard to follow, irrelevant, inaccurate, and/or weak. Counter arguments and rebuttal ignored or inaccurately presented. Essay may be too short to adequately assess.</p> <p>1 ORGANIZATION: Essay may wander; missing or inappropriate paragraphing; missing transitions; evidence may not follow claims.</p> <p>1 STYLE: Inappropriate tone or voice for argument; simplistic or confusing sentences and vocabulary; unoriginal, borrowed expression.</p> <p>1 GRAMMAR AND MECHANICS: Errors exist in almost every sentence and may interfere with meaning; awkward, confusing syntax; documentation of sources is missing. Essay may be too short to assess adequately.</p>