10th Grade Argument Essay Rubric Name:

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| --- | --- | --- | --- | --- |
| Standard | A Excellent | B Good | C Average | Comments |
| Ideas & OrganizationW9-10.3 | Engages the audience with a hook, establishes a claim, and provides background information.  | Somewhat engages the audience with a hook, a claim and some background information. | Opening is present, but flat or tired; the opening needs to do more to really pull in the reader. |       |
|  | Writer skillfully establishes the purpose with a clear thesis. | Writer establishes a purpose with a thesis. | Writer attempts to provide purpose with a thesis. |
| Content & DevelopmentW9-10.3b | Title is unexpectedly delightful and fully grabs reader’s attention | Title is appropriate to the topic, but lacks great inspiration. | Title is flat or predictable. |
|  | Effective development of topic with significant reasons supported by evidence: relevant facts, concrete details, quotes, other examples. | Develops the topic with reasons and evidence: relevant facts, supporting details, quotes, other examples. | Attempts to develop the topic, but lacks clear evidence. |
| Transitions & ConclusionsW9-10.3c W9-10.3e  | Dynamic transitions link the text, creating a unified whole and clarifying relationships.  | Effective transitions that link, unify and clarify relationships. | Limited use of transitions; at times, an inappropriate transition is used or is missing altogether.  | Checklist * At least 450 - 600 words
* Size 12 plain font
* 1.5 – 2 lines spacing
* Clearly proofread for errors
* Two Sources

Attachments:* Graphic Organizer
* Rubric
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|  | Powerful conclusion that leaves the audience with a call to action and something to consider. | Conclusion included that hints at a call to action and supports argument of essay. | Conclusion may be only a statement or does not support the content of the essay. |
| StyleW9-10.3dW9-10.5 | Skillful use of precise language and vocabulary; includes figurative language (metaphors, similes) to explain topic. | Effective use of language; appropriate vocabulary and literary techniques. | Limited vocabulary that is non-academic or too general  |
|  | Maintains a formal style and objective tone with flavorful word choices.  | Maintains a formal style and objective tone. | Some instances of informal style – slang, contractions. |
| ConventionsW9-10.1W9-10.2  | Masterful control of grammar, usage, punctuation and spelling. | Effective control of usage, grammar, punctuation, capitalization and spelling  | Some control of usage, grammar, punctuation, and spelling.  |
|  | Excellent sentence flow and variety of sentence structures. | Smooth sentence flow and occasionally effective sentence variety. | Sentence flow is choppy at times; limited sentence variety. |
| MLA\* | Source information seamlessly embedded in text of essay. | Most in text citations skillfully embedded.  | Some missed citations or incorrectly formatted | Peer Reviewer: |
|  | Perfectly formatted MLA Works Cited page | Nearly perfect Works Cited page, only one or two errors | Some mistakes in the Works Cited page, needs revising  |  |