

EDUC2201: Argumentative Essay 2015

	No Evidence	Beginning	Developing	Succeeding
Clarity (states or clearly implies the writer's position)	No clear position or thesis.	The essay provides a limited statement or implicated position or thesis.	The essay states or implies the writer's position or thesis.	The essay states or clearly implies the writer's position or thesis.
Reasoning (clearly explains key ideas)	The essay provides no relevant key ideas to support the position or thesis.	The essay explains some key ideas to support the position or thesis.	The essay explains key ideas to support the position or thesis.	The essay clearly explains key ideas to support the position or thesis.
Supporting Details and Evidence (supporting them with well-chosen reasons, examples, or details)	The essay does not support key ideas with relevant reasons, examples, or details.	The essay supports key ideas with some level of reasons or examples, although there may not be detail.	The essay supports key ideas with adequate reasons, examples, or details.	The essay supports key ideas with well-chosen reasons, examples, or details.
Academic Writing Conventions and Recognition of Audience	The essay displays serious and persistent writing errors and may be incoherent.	The essay displays an adequate use of language and shows control of grammar, usage, and mechanics but may display errors. The essay is written in a manner that is more conversational and more appropriate for a friend or classmate than a professor or future employer. There are many colloquialisms and exclamation points throughout the essay that may demonstrate the enthusiasm but not necessarily the credibility of the author as a professional teacher.	The essay displays some sentence variety, facility in the use of language, and only limited errors. The essay is written in a manner that is more appropriate for a professor or future employer, with only occasional colloquialisms or other slips of conversational tone. The tone sets a solid foundation for the credibility of the author as a professional teacher.	The essay clearly displays effective sentence variety, facility in the use of language, and is generally free from errors in grammar, usage, and mechanics. The essay is written in a manner that is very appropriate for a professor or future employer, with few slips into a conversational tone. The tone firmly establishes the credibility of the author as a professional teacher.
Practices that Avoid Hyperbole and Promote Understanding	The essay is written in a way that promotes hyperbole (My position is right! Things were always done better in the past!) and does not allow the reader to make connections.	The essay is written with little hyperbole and demonstrates some of the author's understanding of the subject, but may not allow the reader to make connections.	The essay is written with little to no hyperbole, demonstrates the author's understanding of the subject, and allows the reader to make connections.	The essay is written with little to no hyperbole, demonstrates the author's understanding of the subject in depth, and allows the reader to make personal connections with the topic.