Rubric for English 1313: Argumentative Paper
Learning Outcome: ability to analyze and interpret sophisticated texts and ideas through analytical and argumentative writing

Criteria	Exceptional Achievement	Intermediate Achievement	Minimum Acceptable Achievement	Insufficient Achievement
Context, Audience, & Purpose -Provide sufficient context for the topic; pay attention to viewpoints other than yours. - Identify a target audience; show your willingness to communicate with them by anticipating knowledge gaps and questions. - Understand the purpose of the task; write with a sense of purpose to make the writing compelling.	- Context is appropriately provided and differences in viewpoints are strategically woven into the main discussion. - The essay constantly reaches out to a target audience. Bridging of knowledge gaps and answers to possible questions are effective and are integrated smoothly into the essay's organization. - The purpose is thoroughly understood and translates into compelling writing.	- Context is sufficiently provided and differences in viewpoints are acknowledged. - The essay consciously addresses a target audience. Bridging of knowledge gaps and answers to possible questions effectively helps the reader understand the essay. - The writing shows good understanding of and engagement with the purpose of the task.	- Some attention is paid to context and differences in viewpoints. - The essay shows awareness of a target audience. Occasional efforts in bridging knowledge gaps and anticipating questions provide limited help for understanding the writing. - The writing shows a basic understanding of the purpose but needs more engagement with it.	- Context is overlooked; viewpoints are taken for granted or egoistically based. - The essay shows few or no efforts in communicating with an audience. No anticipation of knowledge gaps and questions. - The purpose of the writing task is misunderstood and unfulfilled by the essay.
Thesis & Content Development - Create a cogently relevant and arguable thesis statement that offers room for thought beyond the obvious. - Demonstrate mastery of the subject by developing sufficient content and making connections among ideas. Anticipate counterargument. - Select writing strategies, such as argumentation, analysis, illustration, compare & contrast, etc., as appropriate to the topic.	- Thesis statement is succinctly stated and thought provoking or inspiring. - Content development exceeds expectations. Main idea and secondary ideas demonstrate perspicuity and intellectual sophistication. Counterargument is engaged. - Versatile use of writing strategies enhances the essay's persuasion.	- Thesis statement is fitting and clearly worded. - Content is sufficient to show connection among ideas and mastery of subject. Main idea and secondary ideas are logically sound and explained with clarity. Counterargument is anticipated. - Appropriate choice and effective use of writing strategies.	- Thesis statement declares a main idea but needs clarification. - Content needs more development to fully demonstrate connection among ideas and mastery of subject. Explanation of main idea and secondary ideas needs clarification. Counterargument is not considered. - Choice and use of writing strategies can be strengthened.	- The idea presented in the thesis is unclear or there is no thesis statement. - Content is too brief to show a good understanding of the subject. Secondary ideas fail to develop or do not help in moving the main idea forward. Counterargument is not considered. - Poor use of writing strategies.

Criteria	Exceptional Achievement	Intermediate Achievement	Minimum Acceptable Achievement	Insufficient Achievement
Sources & Documentation - Select and incorporate appropriate sources to support main idea secondary ideas, and the overall position of the essay. Understand sources accurately.	- Incorporation of sources is adequate and strategically sound. Use of sources contributes to a better understanding of the writer's ideas and overall position. Seamless transition between citation and main text. Accurate and insightful understanding of sources.	- Sufficient incorporation of sources. Sources are appropriate and provide effective support for ideas and overall position. Smooth transition between citation and main text. No misreadings of sources.	- Limitation in quantity and appropriateness of sources. Support provided by sources needs strengthening. Insufficient attention to transition between citation and main text. Minor misreadings of sources.	- The use of sources barely supports ideas and overall position, or there is little or no incorporation of sources. Major misreadings of sources. **Note: Failing to acknowledge sources will be considered plagiarism and will result in academic disciplinary actions.**
Organization - Organize your ideas as guided by your thesis. - Build coherence by assigning clear functions and relationships to sentences and paragraphs.	- Essay develops through a strong framework provided by the thesis. - Sentences and paragraphs show strong coherence.	- Essay develops through a clear framework provided by the thesis. - Sentences and paragraphs are coherently organized.	- Essay development partially or loosely follows the thesis. - Organization can benefit from stronger coherence.	- Essay development does not follow the thesis. - Sentences and paragraphs show little organizational coherence.
Clarity, Fluency, & Style - Express your ideas in clear, easy-to-follow language. - Observe grammatical and spelling conventions. - Write in an academic style that demonstrates critical and systematic thought. A personal tone may be used to achieve rhetorical outcomes while observing academic writing conventions.	- Words precisely reflect meanings and expressions are lucid. The writing has a smooth flow that constantly moves the essay forward. - No grammatical and spelling errors. - Writing style is academic, demonstrating a high level of competencies in critical and systematic thought. Personal tone, if present, creates strongly desirable rhetorical outcomes that benefit the essay's purpose.	- Words appropriately reflect meanings and expressions are effective. The writing is easy to follow. - A few grammatical and spelling errors. - Writing style is academic, demonstrating competencies in critical and systematic thought. Personal tone, if present, creates desirable rhetorical outcomes that benefit the essay's purpose.	- Words and expressions are generally clear with occasional problems. - A number of grammatical and spelling errors. - Writing style is close to academic, demonstrating basic attention to critical and systematic thought. Personal tone, if present, creates somewhat desirable rhetorical outcomes that benefit the essay's purpose.	- Words and expressions are mostly imprecise and the writing is hard to follow. - Many grammatical and spelling errors. - Writing style is personal rather than academic. For example, the language is mainly vernacular, slang is used, and sentences are incomplete. Personal tone, if present, does little to create rhetorical outcomes that aid the essay's purpose.
Overall evaluation of the student's achievement of the learning outcome	**Exceptional Achievement**	**Intermediate Achievement**	**Minimum Acceptable Achievement**	**Insufficient Achievement**