

ARGUMENT RUBRIC	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Critical & Creative Thinking	<ul style="list-style-type: none"> • The paper makes a specific, original, unobvious claim. • The writing explores the complexity of the question or topic thoroughly and maintains focus on the central claim. • The writer takes risks in developing advanced, creative thinking. 	<ul style="list-style-type: none"> • The claim is clear and sustained throughout the essay but may need more development to be truly specific and unobvious. • The paper remains carefully focused on its central claims and explores them in significant depth. • The essay could make more daring and significant claims. 	<ul style="list-style-type: none"> • The claim lacks clarity and specificity or the paper fails to maintain focus on it. • The paper makes a cursory examination of the claim or wanders away from it. • The essay does not generate a creative or significant perspective on the issue. 	<ul style="list-style-type: none"> • There is no claim or the attempted claim is confusing or ambiguous. • The paper does not maintain focus on the claim. • The essay lacks a clear perspective on the topic.
Development of Ideas	<ul style="list-style-type: none"> • Ideas and arguments proceed from an honest analysis of the evidence. • Ideas and their ramifications are explored deeply and carefully. • The paper demonstrates development and polish consistent with deep, thoughtful revision. 	<ul style="list-style-type: none"> • The evidence clearly supports the claim. • Ideas are stated clearly if somewhat generally, and they are explored in some depth. • The paper demonstrates development and polish consistent with careful revision. 	<ul style="list-style-type: none"> • The evidence does not clearly support the claim. • Ideas are stated without being developed or explored, or parts of the paper simply state facts or plot points. • The paper demonstrates development and polish consistent with some level of revision. 	<ul style="list-style-type: none"> • Claims lack evidence or the evidence has little connection to the claim. • Ideas are unclear and lack development, or the paper simply states facts or plot points. • The paper does not appear to have benefitted from any significant level of revision.
Organization and Structure	<ul style="list-style-type: none"> • Ideas connect together coherently, and points proceed logically from each to the next. • The introduction and the conclusion provide clear structure to the ideas. • Transitions make smooth, cohesive connections between ideas. 	<ul style="list-style-type: none"> • Ideas have some level of connection from one to the next. • The introduction and conclusion have a clear role in structuring the essay. • Transitions are employed effectively to connect ideas. 	<ul style="list-style-type: none"> • Ideas don't have clear connections to each other. • The introduction and conclusion don't provide the paper with a clear structure. • Transitions are ineffective or missing. 	<ul style="list-style-type: none"> • Ideas have little or no discernible relationship to each other. • The introduction and conclusion fail to provide a clear purpose to the paper. • The paper lacks transitions.
Language Use and Conventions	<ul style="list-style-type: none"> • The language is as precise as possible. • The language adheres to the conventions of standard English. • The essay demonstrates a strong command of the conventions appropriate to the genre. • The essay evidences creative word choice and sentence structure. • The essay demonstrates awareness of audience and makes effective use of rhetorical devices. • The paper is carefully proofread and avoids errors. 	<ul style="list-style-type: none"> • The writer strives for precision, but some language is still imprecise. • The language mostly adheres to the conventions of standard English. • The essay demonstrates some understanding of the conventions of the genre. • There is some awareness of audience and some attempt to use rhetorical devices. • The paper has been proofread and largely avoids errors. 	<ul style="list-style-type: none"> • The language is simplistic or overly general. • Frequent errors interfere with readability and clarity, but essential points are still discernible. • The essay does not clearly demonstrate understanding of genre conventions. • The essay does not clearly demonstrate awareness of audience or effective use of rhetorical devices. • The paper has not been carefully proofread. 	<ul style="list-style-type: none"> • Language is general, simplistic, or misused. • Errors are frequent and severe and often obscure the essential points. • The essay demonstrates no understanding of genre conventions. • The essay does not demonstrate an awareness of audience. • The frequency of errors demonstrates a lack of proofreading.

Area of Emphasis				
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