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| RUBRIC  |  |  |  |  | SCORE  |
| **Introduction** **Conclusion**  | Well-developed introductoryparagraph contains detailedbackground, a clear explanation or definition of the problem, and a thesisstatementConclusion summarizes the main topics without repeating previous sentences; writer’s opinions and suggestions for change are logical and well thought out.  | Introductory paragraph contains some background information and states the problem, but does not explain usingdetails. States the thesis of the paper.Conclusion summarizes main topics. Some suggestions for change are evident. | Introduction states the thesis but does not adequately explain thebackground of the problem. The problem is stated, but lacks detail.Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included. | Thesis and/or problem is vague or unclear. Background details are aseemingly random collection of information, unclear, or not related to the topic.Conclusion does not adequately summarize the main points. No suggestions for change oropinions are included. | \_\_\_\_/20 |
| **Body Paragraphs**ArgumentsEvidence Reasoning Counter  | Three main points are well developed with supporting details.Counter Argument acknowledges the opposing view and refutes it.  | Three or more main points are present but may lack detail and development inone or two. Counter Argument acknowledges the opposing view but doesn’t refute it.  | Three or more main points, but all lack development. Counter Argument is missing and/or vague.  | Less than three main points,with poor development ofideas.Counter Argument is missing. | \_\_\_\_/40 |
| **Organization**  | Logical, compelling progression of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows sosmoothly the reader hardly thinks about it. Effective, mature, graceful transitionsexist throughout the essay. | Overall, the paper is logically developed. Progression of ideas inessay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay’s coherence | Progression of ideas in essay is awkward, yet moves the readerthrough the text without too much confusion. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appearsporadically, but not equally throughout the essay. | Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strungtogether in a loose or random fashion; there is no identifiable internal structure and readershave trouble following the writer’s line of thought. Few, forced transitions in the essay or no transitions are present. | \_\_\_\_/10 |
| **Works Cited**  | Source material is smoothlyintegrated into the text. All sources are accurately documented in the desired format both in the text and onthe Works Cited page. | Source material is used.All sources are accurately documented, but a few are not in the desired format.Some sources lack credibility. | Source material is used, but integration may be awkward. All sources are accurately documented, but many are not in the desired format or lack credibility. | Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources. | \_\_\_\_/20 |
| **Mechanics**  | Sentence structure is correct.Punctuation and capitalization are correct. | Sentence structure is generally correct.Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization. | Work contains structuralweaknesses and grammatical errors.There are three or four errors in punctuation and/or capitalization. | Work contains multipleincorrect sentence structures. There are four or more errors in punctuation and/or capitalization. | \_\_\_\_/10 |

TOTAL SCORE: \_\_\_\_\_\_\_\_\_\_\_/100