|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ARGUMENT | | | | | |
| **Description** | **5 Exceptional (A)** | **4 Skilled (B)** | **3 Proficient- it exists (C)** | **2 Developing (D)** | **1 Inadequate (F)** |
| **Claim:**  The text introduces a clear, arguable claim that can be supported by reasons and evidence. | The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim. | The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue.  The text has an effective structure and organization that is aligned with the claim. | The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim. | The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position. | The text contains an unidentifiable claim or vague position. The text has limited structure and organization. |
| **Development**:  The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument. | The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence. | The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence. | The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties  to the claim and evidence. | The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position. | The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position. |
| **Audience**:  The text anticipates the audience’s knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience. | The text consistently addresses the audience’s knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience. | The text anticipates the audience’s knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience. | The text considers the audience’s knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience. | The text illustrates an inconsistent awareness of the audience’s knowledge level and needs. | The text lacks an awareness of the audience’s knowledge level and needs. |
| **Cohesion:**  The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims. | The text strategically uses words, phrases, and clauses as well as varied syntax to link the major  sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim. | The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim. | The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim. | The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons. | The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons. |
| **Style and Conventions:**  The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.). | The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.). | The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics  while attending to the norms of the discipline (i.e. MLA, APA, etc.). | The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.). | The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics. | The text illustrates a limited aware- ness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics. |

**Turnitin Rubric 🡪 Actual meaning**

**“Focus” = Thesis**

* A strong thesis will get a 5/5. This includes thesis statements that may have small wording issues, or thesis statements that aren’t necessarily formatted in the best way.
* A good thesis will get a 4/5. These thesis statements work, but could be stronger. They lack precision, or may use language that is confusing. This thesis may be grammatically awkward, or may need small conceptual tweaks.
* A 3 denotes that the thesis is unfocused or incomplete. You may be missing the evidence (umbrella) portion of your thesis, your thesis may be more than one sentence, or your thesis may lack reasons why the topic is important. Any student who scores a 3 or fewer for this criterion must come see me for help on this.

**“Development” = Analysis**

* 5/5- Your analysis used/interpreted specific aspects of the quote you used, and you were effective in communicating how the quote supported your points.
* 4/5- Your analysis was mostly on point. You made a strong attempt to connect your point to your thesis, but you may not have used specific aspects of the quote in your analysis- relying on the quote to speak for itself.
* 3 or fewer- you did not appropriately analyze the quote. Instead, you moved on to the concepts too quickly, resulting in a rather unclear argument. For this, you may want to consider the quotes that you chose. Perhaps the reason you had such trouble analyzing the quotes was because the quotes chosen weren’t strong enough to hold your argument together. Any student who scores a 3 or fewer for this criterion must come see me for help on this.

**Audience = Context**

* 5/5- You gave awesome context, giving the reader all the information necessary to orient them towards your argument. There was never any confusion as to where you were in terms of significant events, and your topic sentences were good indicators for what was to come in the following paragraph.
* 4/5- You gave sufficient context so the reader wasn’t lost, but your paper could have used more help in terms of context. You may have used book position (“towards the end of the book”, “at the beginning of the text”, “towards the middle of his development”) instead of significant events to orient your reader.
* 3 or fewer points- You did not provide sufficient context for your arguments/quotes. You assumed that your reader knows exactly where you are in the text without communicating it to them. This most likely occurs when you are only thinking in your own perspective; but remember that not all people think like you do! It is extremely important for you to appropriately orient your reader with context so they know what you are referring to. Any student who scores a 3 or fewer for this criterion must come see me for help on this.

**Cohesion = Transitions/Concluding paragraph**

* 5/5- You provided end-of-paragraph sentences that effectively connected your previous paragraph with the next paragraph. This gave a quick preview of the next paragraph, and stated how it may be connected in terms of theme/idea. You also closed out your essay well, choosing to answer one of the following questions. These answers you give show a genuine interest or understanding of the topic you have written about, and were considerate ways to keep the reader thinking.
  + Further considerations for your topic
  + How the theme may apply to real life
  + Offering a slightly differing perspective
  + Speak on the significance of why the reading is important to our understanding of the play.

* 4/5- Either your transition statements, or your concluding paragraph was lacking. Your transitions may have made a very tentative connection between your previous paragraph and the next paragraph. You may have attempted to move onto the next paragraph without truly connecting the appropriate ideas that you are presenting in each paragraph. You may have also gotten this score because of your conclusion. If your conclusion does not show genuine interest or understanding of your topic, you will not receive more than a 4/5.
* 3- If you have received a 3 or fewer on cohesion, you have not appropriately transitioned between paragraphs, or have not created a genuine/interesting conclusion. Any student who scores a 3 or fewer for this criterion must come see me for help on this.

**Conventions = MLA formatting, Quote integration, works cited**

* 5/5- Your essay follows the appropriate formatting suggested by the MLA style guide.
* 4/5- Your essay follows most of the formatting suggested by the MLA style guide. You may have one or two errors that are easily fixable.
* 3 or fewer points- your essay utilizes MLA formatting too erroneously, and needs significant revision.
* If you received a 1 in this category, it means that you had a quote dump. Again, if you have a quote dump in your essay- come see me for help!