



WCS 150 Rhetoric & Composition: Essay 2 (Research-Based Argumentative Essay) Rubric

	Excellent (A range)	Successful (B range)	Developing (C range)	Unsuccessful (D and below)
Organization & Structure (30%)	30-27 -Thesis is a debatable claim in the introduction that elegantly and concisely conveys the writer's position on the issue. -Thesis includes a brief description of the position/belief/assumption that the writer is responding to. -Paragraphs are well developed with topic sentences that make strong claims and create tight coherence. -Transitions consistently support logical connections of ideas throughout the text. -Text is highly readable and easy to comprehend.	26.9-22.5 -Thesis is a debatable claim in the introduction that conveys the writer's position on the issue. -Thesis includes a brief description of the position/belief/assumption that the writer is responding to. -Paragraphs are well developed with topic sentences that make claims and create coherence. -Transitions consistently support logical connections of ideas in most of the text. -Text is consistently readable and usually easy to comprehend.	22-18 -Thesis is a claim that is not debatable or does not clearly convey the writer's position on the issue. -Paragraphs are somewhat organized with topic sentences that make claims and create minimal coherence. Transitions are mostly not clear. -Text is mostly readable, but fragmented and incomprehensible at times.	17.9-0 -The essay has no discernible thesis. -Paragraphs lack topic sentences, development and/or coherence. -Transitions are lacking or ineffective. -Text is fragmented, illogical, or there is no clear connection between ideas.
Content (40%)	40-36 -Title makes a compelling statement or claim clearly indicating the topic and underlying debate. -A sophisticated context is provided for the thesis in the introduction and/or the text. -Evidence from the minimum number of sources is well integrated into the text, providing effective support for the thesis and main points. -Arguments represent sources objectively and fairly, while offering a complex and thorough discussion of the topic. -Ideas are well-developed using sufficient and well-chosen supporting evidence from multiple sources presented in conversation with each other. -A logical relevant counterargument is addressed through a well-developed and well-supported rebuttal, encouraging further consideration of the topic. -The conclusion provides a synthesis of ideas rather than a restatement of them and highlights the importance and	36.9-30 -Title makes a statement or claim that indicates the topic of the essay. -Sufficient context is provided for the thesis in the introduction and/or the text. -Evidence from the minimum number of sources is integrated into the text, providing support for the thesis and main points. -Arguments represent sources objectively and fairly, while reflecting some degree of the complexity of the topic. -Ideas are developed using supporting evidence from multiple sources. -A logical counterargument is adequately addressed through a rebuttal, encouraging further consideration of the topic. -The conclusion provides a relevant comment on the focus of the paper and indicates the importance and future implications of the topic in a larger context. - Guidelines regarding target length are mostly adhered to.	29.9-24 -Title is not clearly related to the essay topic. -Inadequate or inappropriate context is provided for the thesis. -The essay fails to meet minimum requirements for source usage. -Arguments frequently do not represent sources accurately, objectively, or thoroughly. -Ideas are explained, providing evidence, but may lack enough detail or support to make them clear. -A counterargument and a rebuttal are evident, encouraging further consideration of the topic to some degree. -The conclusion summarizes the points of the paper but fails to adequately address its importance and/or the future implications of the topic in a larger context. - Guidelines regarding target length are somewhat adhered to.	22.9-0 -No title is provided for the essay -No context or an illogical or inappropriate context is provided for the central idea. -Ideas are not explained clearly. -The essay lacks appropriate and adequate supporting evidence. -Arguments do not rely on source support and/or do not accurately, objectively, or thoroughly represent sources. -A counterargument and/or rebuttal are missing or lacking in persuasiveness or logical sequencing. -The conclusion does not summarize the main arguments/thesis and/or does not refer to key points in the paper. - Guidelines regarding target length are not adhered to.



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	<p>implications of the topic in a broader context.</p> <ul style="list-style-type: none"> - Guidelines regarding target length are fully adhered to. 			
Format (15%)	<p>15-13.5</p> <ul style="list-style-type: none"> -Format fully and consistently adheres to all rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers. No errors are evident. -In-text citations always correspond to the chosen citation style without errors. -The references/works cited page is correctly formatted; entries are error free. - Entries fully match in-text citations. 	<p>13-11.25</p> <ul style="list-style-type: none"> -Format adheres to rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers for the most part, but with minor errors and inconsistencies. -In-text citations consistently correspond to the chosen citation style allowing for one or two minor errors. -The references/works cited page is correctly formatted allowing for one or two minor errors; entries are mostly error free. - Entries mostly match in-text citations allowing for minor inconsistencies. 	<p>11-9</p> <ul style="list-style-type: none"> -Format follows some, but not all rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers, but with several notable errors. -In-text citations often do not correspond to the chosen citation style. -The references/works cited page is incorrectly formatted; entries contain consistent format errors - Some entries do not match in-text citations. 	<p>8.9-0</p> <ul style="list-style-type: none"> -Format does not adequately adhere to rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers. -In-text citations do not correspond to the chosen citation style. -The references/works cited page missing; entries are not properly formatted. - Entries often do not match in-text citations. Some sources are missing from the list.
Grammar, Mechanics, and Usage (15%)	<p>15-13.5</p> <ul style="list-style-type: none"> -The language is concrete, specific, appropriate, and suited to the topic. -The language is concise. -The grammar is always correct and frequently sophisticated. -The text effectively uses a variety of sentence structures, including some that are sophisticated. -The text effectively uses a variety of cohesive devices. -The text contains no mechanical or spelling errors. 	<p>13-11.25</p> <ul style="list-style-type: none"> -The language is usually concrete, specific, appropriate, and suited to the topic. -The language is usually concise. -The grammar is usually correct. - The text uses some variety of sentence structures. -The text effectively uses a limited variety of cohesive devices. -The text contains some mechanical or spelling errors. 	<p>11.25-9</p> <ul style="list-style-type: none"> -The language is usually intelligible and suited to the topic but abstract to a degree that the text is occasionally difficult to understand. -The language is frequently redundant or contains needless words. -The grammar is sufficiently correct to the extent that the text can usually be understood with ease. -The text uses a limited variety of sentence structures, but they are frequently ineffective. -The text frequently lacks cohesive devices, or it uses them ineffectively. -The text contains frequent mechanical or spelling errors, but they do not make the text difficult to understand. 	<p>9-0</p> <ul style="list-style-type: none"> -The language is frequently unclear, poorly suited to the topic, or abstract to a degree that the text is difficult to understand. -The language is so wordy that it is frequently difficult to understand. -The grammar is incorrect to a degree that the text is frequently difficult to understand. -The text uses a limited number of sentence structures or it uses complex structures so ineffectively that the text is frequently difficult to understand. -The text lacks cohesive devices to a degree that the relationship between ideas is frequently unclear. -The text contains mechanical or spelling errors to a degree that the text is frequently difficult to understand.