

General Directions:

- This rubric is designed to evaluate student essays based on specific criteria. Each criterion is assessed on a scale from 'Exceeds Expectations' to 'Needs Improvement'.
- Ensure that all parts of the essay are present and follow the guidelines provided for each criterion.
- Pay attention to the specific requirements for each section, including the use of evidence, reasoning, and writing conventions.

Criteria 1: Introduction

- Standard Met (10): The introduction includes a strong hook that captures attention, a smooth transition into context and background, and concludes with a direct claim outlining the essay's argument.
- Approaching Standard (7): The introduction contains a hook and transitions into background or context, but these elements may be weak. A claim is present but lacks strength.
- Nearly Approaching (5): The introduction lacks a hook, transition, or background. There is no clear claim indicating the essay's argument.

Criteria 2: Evidence

- Standard Met (10): The essay provides compelling and relevant evidence that supports the claim, with clear references to the article.
- Approaching Standard (7): The essay includes relevant evidence but may lack depth or specific references to the text.
- Nearly Approaching (5): The evidence provided is limited or irrelevant, with missing citations or references to the article.

Criteria 3: Reasoning

- Standard Met (10): The reasoning is logical, well-developed, and effectively explains how the evidence supports the claim. The explanation is detailed, does not repeat evidence, and includes analysis of rhetorical devices, audience impact, and strength.
- Approaching Standard (7): The reasoning is generally sound, explaining how the evidence supports the claim, but may restate evidence. It includes some analysis of audience impact and strength.
- Nearly Approaching (5): The reasoning is flawed, illogical, or fails to clearly explain how the evidence supports the claim.

Criteria 4: Counterclaim

- Standard Met (10): The essay acknowledges a valid counterclaim with a clear and thorough explanation.
- Approaching Standard (7): The essay acknowledges a counterclaim, but the explanation is weak or underdeveloped.
- Nearly Approaching (5): The counterclaim is vague or missing.

Criteria 5: Rebuttal

- Standard Met (10): The rebuttal is strong and effectively addresses the counterclaim.

- Approaching Standard (7): The rebuttal is present but lacks full conviction or depth.
- Nearly Approaching (5): The rebuttal is weak or does not effectively address the counterclaim.

Criteria 6: Transitions

- Standard Met (10): The essay features smooth, logical transitions between ideas and paragraphs.
- Approaching Standard (7): Transitions are present but may be awkward or unclear, with some difficulty in following the flow between paragraphs.
- Nearly Approaching (5): Transitions are minimal or absent, making it difficult to follow ideas from one sentence to the next.

Criteria 7: Spelling & Grammar

- Standard Met (10): The essay has no or very few spelling/grammar errors; writing is clear and polished. Any mistakes are minor typos that do not impact understanding.
- Approaching Standard (7): The essay contains some spelling/grammar errors that distract from the writing and may interrupt the flow of understanding.
- Nearly Approaching (5): Frequent errors distract from meaning or clarity, significantly impacting the reader's understanding.