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| **Criteria**  | **Advanced** **“A” Range** | **Effective** **“B” Range** | **Adequate** **“C” Range** | **Ineffective** **“D” or “F” Range** |
| **Intro/Thesis/Narration** | Intro grabs the reader’s attention; reason for addressing the issue; thesis states the purpose and what needs to happen; narration includes relevant and appropriate details, provides pertinent information, at least two different sources; objective | Almost all of thequalities in the “Advanced”; intro is effective; solid thesis; narration has a few “holes”; not as strong as an “advanced” essay | Adequatelyintro, not as interesting, lacks voice; adequate thesis, lacks strong reason or reason(s) for addressing the issue, or vague/unclear; narration is not objective, lacks pertinent information  | Weak introduction; unclear/weak thesis; narration is weak, ineffective, lacks pertinent information to help the reader understand the topic  |
| **Confirmation** | Well-written body paragraphs, each paragraph presents strong evidence, defends thesis; at least three pieces of evidence from at least two different sources; sources correctly cited and match References page; includes direct quotes with lead-ins, and/or paraphrased states, well-blended textual evidence, with strong commentary statements  | Almost all of the qualities found in an “advanced” essay; provides evidence that supports the thesis; mix of direct quotes and paraphrased statements; variety of sources; almost all direct quotes have lead-ins; adequate commentary | Evidence is slightly weak or limited; weak lead-ins; some “drop” quotes; weak commentary; limited variety of sources  | Weak evidence; weak or unreliable sources; lack of required number of sources; drop quotes; weak or confusing commentary |
| **Organization** | Strong organization, logical; “follows” the thesis; strong transition from point to point; strong topic sentences and conclusion sentences; clear transition from one point to the next; follows the format of the classical argument structure | Effectively organized; transition from one point to the next is appropriate; effective topic sentences and conclusion sentences; slight issue following structure of the argument | Adequate organization; few issues with transitioning from point to point; a few issues in following structure of argument | Many issues following argument or does not follow the classical argument format/struture; confusing |
| **Counterargument****Concession****Refutation**  | Strongly presents the other side clearly, effectively; each point is addressed by a concession or a refutation; at least two different sources included | Almost all of the qualities found in the “advanced” essay; few areas of weakness | Adequate presentation of the other side; adequate evidence; doesn’t address each point through refutation or concession | Weak presentation; does not address any points; counterargument has “holes”; weak or lack of required sources |
| **Conclusion**  | Excellent conclusion; reiterates main points; call to action; addresses the “so what?”  | Almost as strong as the “advance” essay, lacks the strength of the “advanced” essay | Restates thesis and main points, weak call to action, not effective | Weak, ineffective, no call to action, unfinished |
| **Research and** **Documentation**  | At least 8 reputable sources; correct in-text APA documentation and References page (APA citations); correct use of italics (containers) and quotation marks | At least 8 reputable sources; in-text APA documentation and References page (APA citations) with very few errors; correct use of italics (containers) and quotation marks | Uses at least 8 reputable sources with in-text APA documentation and References page (APA citations) (some errors in the formatting of in-text source documentation or of citations on References page)  | Lacks required number of sources or unreliable sources used; many errors: in-text APA documentation and References page (APA citations).  |
| **Mechanics** **and** **Style**  | No major errors: sentence fragments run-ons, comma splices, or issues with spelling, capitalization, punctuation, etc. Variety of sentence structure | At least one or two sentence fragments, run-ons, comma splices, or issues with spelling, capitalization, punctuation issues, etc.  | Three to four issues with sentence fragments, run-ons, comma splices, or issues with spelling, capitalization, punctuation, etc.  | Five or more issues with mechanics, grammar, spelling, etc.  |

**Final Score and Comments:**

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