**RUBRIC: Toulmin Argument Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_**

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| **CRITERIA FOR EVALUATION** | **A****17-20 PTS** | **B****13-16 PTS** | **C****9-12 PTS** | **D****5-8 PTS** | **F****0-4 PTS** |
| **CONTROLLING IDEA*** Addresses the task.
* Develops and states a coherent thesis.
* Communicates the message clearly.
* Focuses on the central message.
 | Introduces topic via **current** conversation, **brief** history in the US, and explanation of **topic’s relevance**. Briefly refers to opposition and provides strong claim, establishing **ethos.** Conclusion clearly restates the assertion. Writer requests some sort of action from the reader. | Introduces topic via **current** conversation, history in the US, and explanation of **topic’s relevance**. Briefly refers to opposition and provides claim, establishing **ethos.** Conclusion clearly restates the assertion. Writer requests some sort of action from the reader. | Introduces topic via **current** conversation, and an explanation of **topic’s relevance**. Briefly refers to opposition and provides claim, establishing **ethos.** Conclusion restates the assertion. Call to action may be absent.  | Introduces topic via **current** conversation, and an explanation of **topic’s relevance**. Provides claim but **fails** to establish **ethos.** Conclusion restates the assertion. Call to action missing. | Author **fails** to establish any connection between **current** events and the topic of discussion. **No** explanation of the topic’s **relevance** is given; the paper has nothing new to add to a topic that has been clearly **OVERDONE.**  |
| **SPECIFIC EVIDENCE*** Analyzes and evaluates evidence in order to determine the best support for the controlling idea.
* Determines the type of evidence that best fits the purpose, such as embedded quotes, paraphrased material, background knowledge, researched information, etc.
* Good balance of quotes, paraphrases, and summary
* Contains 5-6 sources and 8+ citations
 | **Relevant** and **universal** evidence **clearly** and **effectively** supports the reasons given for **both** the Claim and the Opposition. Evidencemay include **expert** opinions, **statistics**, **observations**, and supporting **examples**. **Precise wording** and imagery may introduce **pathos** to support reasons for evidence. **Awareness** of the audience is evident.  | Relevant evidence effectively supports the reasons given for both the Claim and the Opposition. Evidencemay include **expert** opinions, **statistics**, **observations**, and supporting **examples**. **Awareness** of the audience is evident. | Evidence **somewhat supports** the reasons given for both the Claim and the Opposition. Evidence **may be inadequate** for effective support. The author **attempts** to use pathos and logos, but may be ineffective due to a **lack of understanding** of the audience.  | A lack of evidence leads to a Claim and / or Opposition which is only **weakly supported.** Minimal or weak evidence leaves some reasons unsupported. **Bias** is evident due to an **unfair / incomplete** examination of the opposition**.** The author **failed** to consider the audience when writing.  | The Claim and / or Opposition is **almost completely unsupported**. Any evidence given seems off topic, and either **fails to support** and / or completely **contradicts** the reasons. **Bias** leaves the author somewhat **disdainful** of his/her audience.  |
| **STRUCTURE*** Employs a structure that is appropriate to the writing task.
* Links ideas throughout the writing product.
* Incorporates transitional elements to signal time, progression, or order.
* Includes a topic sentence, details, evidence, and a concluding statement in each body paragraph.
 | Both the author’s claim and the opposing view contain sufficient **Grounds:** **Clear** reasons which are supported by **solid** evidence. **Effective transitions** clearly link the **reasons** given in the **topic** sentences and **the evidence** in each paragraph. Student uses a variety of sentence lengths and structures. | Both the author’s claim and the opposing view contain sufficient **Grounds:** **Clear** reasons which are supported by **solid** evidence. **Transitions** clearly link the **reasons** given in the **topic** sentences and **the evidence** in each paragraph. Student **attempts** a variety of sentence lengths and structures. | The author **struggles** to **clearly lay out the Grounds.** As a result, topic sentences outlining reasons and supporting evidence **may be** **misplaced or repetitive**. Transitions are **attempted but inadequate.** Student attempts to use a variety of sentence lengths and structures. | The author **struggles** to **clearly lay out the Grounds.** As a result, topic sentences and supporting details **are** **misplaced or repetitive**. Transitions are **attempted but inadequate.** Student **rarely uses** a variety of sentence lengths and structures. | There is **no attempt** made to provide clear **Grounds**. As a result, there is **no meaningful organization**. Essay may be constructed of one long, rambling paragraph. Topic sentences **don’t support** the Claim / Opposition, and evidence doesn’t support the topic sentences.  |
| **DEPTH OF REASONING*** Analyzes the relationship between the evidence and the controlling idea.
* Articulates the significance of the evidence in relation to the central message.
* Proves depth of understanding through original thinking and through development of commentary.
* Anticipates the audience’s questions and addresses them.
 | **Sources of any quotes are named and identified in signal phases.** **No extraneous** information exists; evidence is **successfully** explained with **insightful commentary,** indicative of the author’s **own voice / ideas added** to the conversation.  | **Sources of any quotes are named and identified in signal phases**. **No extraneous** information exists; evidence is **successfully introduced** and explained with **commentary,** evidence of the author’s own ideas.  | **Sources of some quotes are named and identified in signal phases**. **Some** extraneous information exists. Evidence **may not be introduced** well, and commentary may be **inadequate** when the author attempts to interject the personal ideas / views.  | Author’s ideas / views are **mostly absent.** Evidence may be given but is **not framed wll**, leaving the reader confused, or it may consist **mostly** of **opinion** rather than fact. There are **several areas** of extraneous information.  | Personal ideas or views are **nonexistent** or completely **off topic.** Any evidence is **not framed at all** or consists significantly of **opinion rather than fact.** The paper is **full** of extraneous information.  |
| **CONVENTIONS*** Standard English spelling, punctuation, capitalization, and manuscript form are used appropriately for this grade level.
* Standard English grammar and sentence structure are used appropriately for this grade level.
* Use of no more than **ONE** long / blocked quote.
 | Standard English grammar, sentence structure, and punctuation are used throughout the essay with **minimal** errors. Citation style (MLA, APA, Tarabian) is correct and fits the assignment. **1-5 errors only** | Standard English grammar, sentence structure, and punctuation are used throughout the essay with few errors. Citation style (MLA, APA, Tarabian) is correct and fits the assignment. **6-10 errors only** | Inconsistent use of standard English grammar, punctuation, and sentence structure—several errors. **And / Or** Problems with citation style also occur.**11-15 errors only** | Inconsistent use of standard English grammar, punctuation, and sentence structure **disrupts readers’ comprehension. And / Or** Several errors with Citation style.**16-20 errors only** | Minimal use of standard English grammar, punctuation, and sentence structure **confuses readers.** Readers may feel need to “interpret” what the writer has written. Poor use of citation style. **21+ errors** |