

Criteria	A	B	C	D
<b>The Argument</b>	Clearly states an arguable claim. Proposes a solution, course of action, or a new way to approach topic.	Makes an arguable claim but does not propose a solution, or new approach to topic.	Arguable claim is confused and/or unclear.	Doesn't say what argument or claim is.
<b>Evidence or proof in support of the argument</b>	Gives clear and accurate supporting claims in support of the argument. Uses logic with facts, statistics, research, and named sources.	Outlines supporting claims but may overlook important reasons. Evidence is not specific.	Gives 1 or 2 weak claims that don't support that argument and/or are irrelevant or confusing reasons.	Does not give convincing claims in support of the argument.
<b>Opposing Viewpoints or reasons against the argument or claim</b>	Discusses the reasons against overall argument or supporting claim and explains why it is invalid.	Discusses the reasons against argument or supporting claim but leaves some reasons out and/or doesn't explain.	Suggests that there are reasons against the argument or supporting claim but doesn't discuss any specifically.	Does not acknowledge or discuss the reasons against the argument or supporting claim.
<b>Organization</b>	Writing has a compelling opening, and informative body, and a satisfying conclusion. There is a clear thesis statement.	Writing is organized, but opening, body, or conclusion might be missing or it is unclear. There is a thesis statement.	Writing is somewhat organized, but sometimes is off topic. May be missing opening, body, or conclusion and/or there is no clear thesis.	Writing is aimless and disorganized. There is no clear thesis statement.
<b>Voice and Tone</b>	Writer appears to care about the argument and has a definitive tone. Appeals to the reader's emotion, reason, credible argument, and facts.	Tone is present but is not distinctive. Needs to appeal more to the audience.	Writing is bland or indistinctive. Does not attempt to appeal to the reader's emotions or reasoning.	Writing lacks a tone. The reader was not considered. It may be either too formal or informal for the audience.
<b>Word Choice</b>	Words used are striking but natural, varied, and vivid.	Writer makes routine word choices.	Word choice or usage is often inappropriate or wrong.	Writer uses same words over and over. Some words may be confusing to a reader.
<b>Sentence fluency</b>	Sentences are clear complete, and of varying lengths.	Writer has well-constructed sentences.	Writer's sentences are sometimes awkward, and/or contain run-ons and fragments.	Many run-ons, fragments, and awkward phrasings make writer's essay hard to read.
<b>Conventions</b>	Writer uses correct grammar, spelling, and punctuation.	Writer generally uses correct conventions, may have a couple of errors that could be easily fixed.	Writer has enough errors in essay to distract a reader.	Numerous errors make writer's essay hard to read.