**English 1301**

**Argument Essay Rubric**

[Sample Essay](https://kelli.ninja/1301/e3/argument/Sample%20Argument%20The%20Critical%20Need%20for%20Media%20Literacy%20in%20a%20Digital%20Society.pdf)

|  | **EXCELLENT**  | **GOOD**  | **ACCEPTABLE**  | **NEEDS IMPROVEMENT**  | **MISSING** |
| --- | --- | --- | --- | --- | --- |
| **Introduction** | Introduction engages readers and establishes context skillfully. | Introduction establishes context adequately. | Introduction provides some context. | Introduction lacks context. |  |
| **Thesis** | Thesis is clear, specific, and argumentative.  | Thesis is clear and argumentative.  | Thesis is present but may be overly broad or simplistic.  | Thesis is unclear, missing, or purely informative.  |  |
| **Argument** | Presents a nuanced position with sophisticated reasoning. Claims build a compelling case. | Position is evident with solid reasoning. Claims adequately support the argument. | Position lacks some clarity. Claims somewhat support the argument. | Position is difficult to identify. Claims don't support a coherent argument. |  |
| **Evidence &** **Support**  | Evidence from all 4+ sources is relevant, credible, and strategically selected.  | Evidence from all required sources is relevant and credible.  | Evidence from most required sources is present but may be less relevant or poorly chosen.  | Insufficient evidence and/or unreliable sources.  |  |
| **Counter-argument**  | Skillfully addresses opposing viewpoints with fairness and depth. Refutation is logical, respectful, and strengthens the overall argument. | Clearly acknowledges opposing viewpoints. Refutation is logical and adequately responds to counterarguments. | Mentions opposing viewpoints but may oversimplify them. Refutation is present but may be weak or dismissive. | Fails to acknowledge opposing viewpoints or presents them as strawmen. Refutation is missing or illogical. |  |
| **Integration & Discussion of Evidence**  | Sources are seamlessly integrated with sophisticated analysis connecting evidence to claims. | Sources are well-integrated with clear analysis connecting evidence to claims. | Source integration is mechanical with basic analysis. | Poor integration of sources with minimal analysis. |  |
| **Organization & Structure**  | Logical flow with effective transitions between all paragraphs.  | Clear organizational structure with transitions between most paragraphs.  | Basic organizational structure with some abrupt transitions.  | Disorganized structure lacking clear progression.  |  |
| **Paragraph Development**  | Each paragraph has clear topic and concluding sentences that advance the argument. Paragraphs are cohesive, focused, and fully developed. | Most paragraphs have clear topic and concluding sentences. Paragraphs are generally cohesive and adequately developed. | Some paragraphs lack clear topic or concluding sentences. Paragraph unity or development is inconsistent. | Many paragraphs lack topic or concluding sentences. Paragraphs are underdeveloped or unfocused. |  |
| **Conclusion** | Conclusion synthesizes arguments effectively and provides thoughtful implications. | The conclusion summarizes main points and offers closure. | Conclusion restates thesis with minimal synthesis. | Conclusion is abrupt or merely repeats thesis. |  |
| **Language & Style**  | Academic tone maintained throughout. Precise word choice and varied sentence structure. Language effectively persuades while maintaining objectivity. | Academic tone generally maintained. Mostly precise word choice with some sentence variety. Language is clear and appropriate. | Inconsistent academic tone. Some imprecise language or repetitive sentence structure. Language is sometimes unclear or inappropriate. | Inappropriate tone for academic writing. Imprecise language and simple sentence structure. Language impedes understanding. |  |
| **Grammar & Mechanics**  | Virtually error-free. Demonstrates mastery of standard written English. | Few minor errors that don't interfere with meaning. | Several grammatical errors that occasionally interfere with meaning. | Numerous errors that significantly interfere with meaning. |  |
| **APA Format & Citations**  | Perfect APA formatting throughout. In-text citations and References page follow all APA 7th edition guidelines. | Minor APA formatting errors. In-text citations and References page follow most APA 7th edition guidelines. | Several APA formatting errors. In-text citations and References page have consistent patterns of error. | Major APA formatting errors. In-text citations and/or References page severely flawed. |  |