

	Description	Exceptional (10.0)	Skilled (8.5)	Proficient (7.5)	Developing (6.5)	Inadequate (0)
Claim (20%)	The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue or government policy. The text has a structure and organization that is carefully crafted to support the claim and gives clear direction to the reader.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue or government policy. The text has an effective structure and organization that is aligned with the claim and gives direction to the reader.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position, but gives inadequate direction to the reader.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization; provides no direction for the reader.
Evidence (20%)	The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations the claim. The text provides a conclusion that supports the argument.	The text provides convincing and relevant data and evidence to back up the claim. The research/evidence is reliable and academically appropriate and represents a significant application of the content research standards. Conclusions effectively strengthen the claim.	The text provides sufficient and relevant data and evidence to back up the claim. The research/evidence is academically appropriate and represents consideration of varied evidence. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim. The research/evidence is appropriate, but represents broad, but applicable research. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempt to back up the claim. The research/evidence falls short of expectations and represents surface level research. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim. There is little or no research, or when used is not appropriate or used out of context. The text may fail to conclude the argument or position.
Connections (20%)	The paper links the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims. In short, the author's voice effectively communicates the central claim and does not let the "evidence speak for itself"	The text of the paper seamlessly links major sections of the text and uses transitions effectively. The text explains the relationships between the claim and reasons as well as the evidence. The author extrapolates the content of the course, relevant history, or issues beyond what was covered in class.	The text skillfully links major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim. The author connects the content of the course, relevant history, or issues discussed in class.	The text links the major sections of the text, but The text connects the claim and reasons. The text links the counterclaims to the claim. The author connects the content of the course in a basic way, only representing the content from class.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons. The author attempts to connect the content, issues, or history to the central claim but does so briefly and/or ineffectively.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons. The author makes no attempt to connect the central claim to content, issues, or history.
Conventions (20%)	The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (APA).	The text presents an engaging, formal and objective tone. The author successfully integrates skills of rhetoric which make the text complex. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (APA).	The text presents a formal, objective tone. The author goes varies the tone and style to make a complex paper. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (APA).	The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (APA).	The text illustrates a limited awareness of formal tone and seems forced. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness of or inconsistent tone; it is too informal. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.
Counterclaim (20%)	The paper addresses the role of varying perspectives which challenge the central claim. Critical analysis and evidence are used to outline and challenge the merits of the counterclaim. The paper uses this to strengthen the argument/ conclusion of the paper.	The text strategically links the counterclaims to the claim. The author effectively uses evidence to represent and develop a thorough counterclaim. Counterclaim rebuttal is integral to the overall argument, woven into the text of the paper's body throughout, and represents a critical analysis of the evidence.	The text identifies an opposing argument/counterclaim and acknowledges or includes some evidence that is used to support the claim, and rebuts the counterclaim. This text also extrapolates connections from the evidence and refers back to the claim.	The text identifies an opposing argument and acknowledges or includes some evidence that is used to support the claim and rebuts the counterclaim.	Identifies an opposing argument and either presents evidence or attempts to rebut the counterclaim.	Counterclaim or relevant opposing evidence is not presented.