

Essay Rubric	Excellent (3)	Good (2)	Satisfactory (1)
<p>PROCESS The process is divided into several steps. Fulfill each step and earn marks in the process.</p>	<p>Student made exemplary use of a research document during the research stage.</p> <p>Student got the teacher's approval to move on to the second draft stage.</p> <p>Student submitted the essay on or before the deadline.</p>	<p>Student used a research document during the research stage.</p>	<p>Student did not make demonstrated use of a research document.</p> <p>Student did not get the teacher's approval to move on to the second draft stage.</p> <p>Student did not submit the essay on or before the deadline.</p>
<p>FORMATTING: CRITERIA & CITATIONS Students must meet minimum standards as set out in the assignment introduction, e.g. essay length, proper front usage, etc. Also, research and quotations must be incorporated into the essay and formatted according to Chicago Style.</p>	<p>Student made use of one printed text.</p> <p>The essay was a minimum 500 words but no longer than 800.</p> <p>Student incorporated <i>and</i> properly formatted a combination of a minimum of three quotations and references according to Chicago Style.</p>	<p>Student incorporated <i>and</i> properly formatted a combination of two or fewer quotations and references according to Chicago Style.</p>	<p>Student used only websites.</p> <p>The essay did not meet the minimum or exceeded the maximum word count.</p> <p>Student incorporated however many quotations and references but did not format all of them properly.</p>
<p>QUALITY OF ARGUMENTS Argumentative essays stand or fall on the basis of how effectively students defend and support their arguments.</p>	<p>Student expertly defends arguments by appealing to both relevant events, persons, etc. and/or valid logic.</p> <p>The essay does not suffer from any instances of either pronoun ambiguity or any other issue with respect to logic whatsoever.</p>	<p>Student capably defends arguments by appealing to either relevant events, persons, etc. and/or valid logic.</p> <p>In combination, the essay suffers from two or fewer issues with pronoun ambiguity or some other issue with logic.</p>	<p>Student struggled to defend arguments for a variety of reasons, e.g. writing, supporting, or developing.</p> <p>In combination, the essay suffers from three or more instances of either pronoun ambiguity or some other issue with logic.</p>
<p>QUALITY OF WRITING Quality of writing is determined by both the student's ability to ensure ideas, sentences, paragraphs, etc. entail with one another and the thesis and concluding paragraphs agree.</p>	<p>Student expertly and consistently entails ideas, sentences, and paragraphs with one another.</p> <p>The essay's thesis and concluding paragraphs strongly agree.</p>	<p>Student demonstrates competency when it comes to entailing ideas, sentences, and paragraphs with one another.</p> <p>The essay's thesis and concluding paragraphs functionally agree.</p>	<p>Student struggles to effectively and consistently entail ideas, sentences, and paragraphs with one another.</p> <p>The essay's thesis and concluding paragraphs do not demonstrably agree.</p>