

Description	4	3	2	1
Introduction: CLAIM The text introduces a clear, arguable claim that can be supported by reasons and evidence.	Powerfully introduces claim and provides background information that explains the issue well. The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	Clearly introduces a claim and provides background information relevant to issue. The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	Introduces a general or unclear claim and/or provides background information only partially related to issue. The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	A claim is missing, or the claim is difficult to understand and/or provides background information that is limited or unrelated to issue. The text contains an unidentifiable claim or vague position. The text has limited structure and organization.
Development; Reasons	Student supports their claim with multiple clear and relevant examples from credible sources using quotes and citations. Evidence acknowledges and refutes alternate or opposing points of view using quotes and citations.	Student supports their thesis statement with multiple clear and relevant examples from credible sources using quotes and citations. Evidence acknowledges and refutes alternate or opposing points of view.	The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
Sequence of Ideas; Cohesion	The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	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 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
Conclusion	Provides a forceful concluding statement that follows from the argument presented; Strongly provides a call to action that clearly relates to the claim.	Provides a clear concluding statement that follows from the argument presented; Provides a call to action that relates to the claim.	Attempts to provide a concluding statement that follows from the argument presented, but the statement may not be clear; A vague call to action; may bring up new evidence not addressed elsewhere.	Does not provide a concluding statement; Does not provide a call to action or it may not relate to the claim
Style & Convention	Essay is written with minimal errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures).	Essay is written with several errors in grade-appropriate conventions and grammar. Some may interfere with comprehension of what is trying to be stated.	Essay is written with many errors in conventions and grammar. Errors significantly interfere with comprehension of what is trying to be stated.	Essay is difficult to understand due to grammar, mechanics; evidence of proofreading is scanty, or nonexistent.

Title (in MLA format): Creative (Avoid simply writing: Editorial Essay; the title should reflect critical thought and indicate some meaning of your position on the topic (3); Centered; 12-point Times New Roman font; The title is not bolded, underlined, or italicized, with no quotation marks (2)

_____ (5)

Avoids plagiarism by Referencing Works Sources are referenced within the sentence structure (Ex. "According to...") (5) Incorporated the appropriate internal notations; in-text citations (3 minimum to match the 3 sources in the works cited page) (10)

_____ (15)

Works Cited (begins on a new, separate page): 3 credible sources cited (6) The Works Cited page is titled: Works Cited without underlining, bolding or italicizing (1) Alphabetical order, correct format: first line is left aligned, second includes the hanging indent (3)

_____ (10)