Argumentative Rubric

	4	3	2	1
INTRODUCTION *Background/History* *Defining the Problem* *Claim Statement* **15 points**	Well-developed introduction engages the reader and creates interest. Contains detailed background information and a clear explanation of the problem. The claim clearly states a significant and compelling position.	Introduction creates interest and contains background information. The claim clearly states a problem and the writer's position is evident.	Introduction adequately explains the background of the problem, but may lack clarity. The claim states a problem, but writer's position may not be evident.	Background details are a random collection of information, are unclear, and may be loosely related to the topic. Claim/position is vague or not stated.
ARGUMENTATIVE POINTS *Body Paragraphs* *Refutation* *Conclusion* **50 points**	Well-developed argumentative points directly support the writer's claim / position. Supporting examples are concrete and detailed. Commentary is logical and well-thought-out. Counter claims acknowledge opposing viewpoints clearly and skillfully. Conclusion re-visits the claim in a new way and applies the writer's position universally.	Most argumentative points are related to the thesis, but one may lack sufficient support or deviates from claim. Counter claims acknowledge opposing viewpoint(s) with some logic and clarity. Conclusion summarizes the claim and key points with some "fresh" commentary present.	More than one argumentative point lacks sufficient details and support. Writer attempts to address one or more opposing arguments, but the writer may not refute the opposition clearly or adequately. Conclusion mirrors introduction too closely, with little or no new commentary on the writer's claim / position.	Most argumentative points are poorly developed. Counter claims are missing or vague. Commentary is not present. Conclusion does not re-visit the claim or summarize key argumentative point(s).
ORGANIZATION *Structure* *Transitions* **15 points**	Logical progression of ideas with a clear structure that enhances the claim. Transitions are smooth and provide coherence between and among ideas.	Logical progression of ideas. Transitions are present throughout essay and provide adequate coherence between and among ideas.	Organization is clear. Transitions are present, but may not lend to coherence between and among ideas.	No discernable organization. Transitions are not present.
STYLE & CONVENTIONS *Syntax (sentence variety & "flow")* *Diction (word choice)* *Tone* *Spelling, punctuation, & capitalization* **20 points**	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well-chosen. The tone is highly consistent with writer's position / claim and appropriate throughout essay. Punctuation, spelling, & capitalization are accurate with few or no errors.	Writing is clear and sentences have some varied structure. Diction is appropriate. Tone is generally consistent with writer's position / claim and appropriate throughout essay. Punctuation, spelling, & capitalization are generally accurate, with some errors.	Writing is clear, but sentences may lack variety. Diction is sometimes inconsistent and/or inappropriate at various points in essay. Tone may be inconsistent with writer's position / claim. Several errors in punctuation, spelling, & capitalization.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. Diction is inappropriate and inconsistent throughout essay. Tone of piece is highly inconsistent with writer's position /claim. Many errors in punctuation, spelling, & capitalization distract reader.
SOURCES *Use of sources* *MLA Format* *Relevance/reliability* **30 points**	Evidence from sources is smoothly and logically integrated into essay and serves to add credibility & insight into writer's position / claim. All sources are cited accurately and are highly relevant and reliable.	Evidence from source(s) is integrated into the text. Most sources are cited accurately and are generally relevant and reliable.	Some source material is used and may or may not lend credibility to writer's position/claim. Several sources may not be cited accurately. Relevance and reliability may be questionable.	Few or no source material is used. Source citations are not evident or may be highly inaccurate. Relevance and/or reliability are strongly in question.

Argumentative Rubric

SPEECH *Using effective communication skills* **20 points**	Effectively uses eye contact to communicate with audience. Uses gestures confidently and smoothly to emphasize points. Speech is clear and pace is appropriate for audience recognition of points. Effectively answers posed questions in a clear and coherent manner, demonstrating complete understanding of content. Attire is appropriate for the occasion.	Keeps eye contact with audience most of the time. Uses some gestures to emphasize points. Speech is mostly clear and pace is appropriate for audience recognition of points. Answers to posed questions are mostly clear and demonstrated understanding of content. Attire is appropriate for the occasion.	Uses some eye contact to communicate with audience, but mostly reads from notes. Minimal gestures are used to emphasize points. Speech is hard to understand because of organization, pace and volume. Answers to posed questions are not very clear and understanding of content is questionable. Attire is appropriate for the occasion.	Hardly no eye contact or gestures are used. Speech is not clear, because of pace, volume, and organization. Cannot answer posed questions to demonstrate understanding of content. Attire is not appropriate for the occasion.
Skills *Using 21st century skills* **20 points**	Effectively utilizes geographic tools. Fully empathizes and understands others' perspectives.	Utilizes some geographic tools. Expresses some empathy, trying to understand others' perspectives.	Tries to utilize geographic tools, but it is not done effectively. Attempts at understanding others' perspectives are vague and unclear.	Does not utilize geographic tools and does not empathize with others' perspectives.
Project Total: **170 pts.**				

Project Checkpoints:

- ✓ Chosen Research Topic and Argumentative Points
- ✓ Research: Information and Citation of Sources (MLA)
- ✓ Outline of Argument
- ✓ Introduction
- ✓ Body Paragraphs
- ✓ Conclusion and Works Cited Page
- ✓ Speech/Oral Presentation