

## Student Learning Outcomes and Essay Evaluation: Argumentative Essay

*Sections: Writing Process, Purpose, Content development, Form and structure, Power of Rhetorical Appeals Quality of sources, Clarity, Formatting.*

### Writing Process, supporting the essay's production (20 points)

| 1 not meeting  | 2 approaching  | 3 meeting   | 4 exceeding   |
|--|--|---|---|
| The written work <b>demonstrates no</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading. | The written work <b>demonstrates some</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading. | The written work <b>demonstrates an adequate</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading. | The written work <b>demonstrates an exceptionally strong</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading. |

### Purpose, responding to assignment's core task. (20 points)

| 1 not meeting  | 2 approaching   | 3 meeting   | 4 exceeding  |
|--|---|---|--|
| The written work <b>demonstrates little or no</b> indication of a coherent purpose, such as a thesis statement. Statements of purpose or claims are too unclear, generalized, irrelevant, or simplistic. | The written work <b>demonstrates some</b> indication of a coherent purpose, such as a thesis statement. Statements of purpose or claims are somewhat unclear, generalized, irrelevant, or simplistic. | The written work <b>demonstrates an adequate</b> indication of a coherent purpose, such as a thesis statement. Statements of purpose or claims are typically clear, include specific dimensions, are mostly relevant, and depict more complexity. | The written work <b>establishes and maintains</b> a clear and coherent purpose, such as a thesis statement. Statements of purpose or claims are exceptionally clear, include specific dimensions, are highly relevant, and depict advanced complexity. |

### Content development, supporting assignment's purpose (10 points)

| 1 not meeting   | 2 approaching   | 3 meeting  | 4 exceeding   |
|---|---|--|---|
| The written work <b>struggles</b> to use appropriate and relevant content—powerful and argumentative content—to develop and explore some simplistic ideas supporting the piece's purpose in some parts of the work. | The written work <b>uses</b> appropriate and relevant content—powerful and argumentative content—to develop and explore ideas supporting the piece's purpose in most parts of the work. | The written work <b>uses</b> appropriate, relevant, and compelling content—powerful and argumentative content—to explore ideas supporting the piece's purpose and shaping the entire work. | The written work <b>uses</b> highly appropriate, relevant, and compelling content—powerful and argumentative content—to fully illustrate the piece's purpose, sustaining that purpose throughout the entire work. |

### Form and structure, demonstrating organizational clarity (10 points)

(formal and informal rules—organizational, genre-based—inherent in the expectations for writing in particular forms or academic fields)

| 1 not meeting  | 2 approaching  | 3 meeting  | 4 exceeding   |
|--|--|--|---|
| The written work <b>struggles</b> to use a consistent system, such as PIE paragraphing, for basic organization and presentation. | The written work <b>follows some</b> expectations such as PIE paragraphing, for basic organization and presentation. | The written work <b>demonstrates consistent use</b> of important conventions such as PIE paragraphing, needed for basic organization and presentation. | The written work <b>demonstrates detailed attention to and successful execution</b> of a wide range of conventions, including PIE paragraphing, needed for basic organization and presentation. |

### Power of Rhetorical Appeals, demonstrating awareness of logos, ethos, pathos (10 points)

| 1 not meeting  | 2 approaching  | 3 meeting   | 4 exceeding  |
|--|--|---|--|
| The written work <b>struggles</b> to employ powerful rhetorical appeals such as logos, ethos, pathos during the course of the essay. The written work may not be able to articulate how logos, ethos, or pathos were part of the evidence. | The written work <b>follows some</b> guidelines for using powerful rhetorical appeals such as logos, ethos, pathos during the course of the essay. The written work may articulate some awareness of logos, ethos, and pathos in the evidence. | The written work <b>demonstrates consistent</b> awareness of powerful rhetorical appeals such as logos, ethos, pathos during the course of the essay. The written work articulates how logos, ethos, and pathos can be applied to the evidence. | The written work <b>demonstrates detailed attention to and successful execution</b> of powerful rhetorical appeals such as logos, ethos, pathos during the course of the essay. The written work successfully articulates how logos, ethos, and pathos can be applied to the evidence. |

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### Quality of sources and evidence, demonstrating proper evidence-based conventions (10 points)

| 1 not meeting  | 2 approaching  | 3 meeting   | 4 exceeding   |
|--|--|---|---|
| <p>The written work <b>struggles to use</b> credible sources to support ideas in the writing.</p> <p>The written work may demonstrate plagiarism/source boundary issues.</p> | <p>The written work <b>demonstrates an attempt to use</b> credible and/or relevant sources to support ideas, demonstrating a basic comprehension of documentation conventions if required.</p> | <p>The written work <b>demonstrates a consistent use</b> of credible, relevant sources to support ideas, demonstrating a stronger comprehension of documentation conventions if required.</p> | <p>The written work <b>demonstrates advanced use</b> of high-quality, credible and relevant sources to support ideas, demonstrating a sophisticated comprehension of documentation conventions if required.</p> |

### Clarity (Syntax and Mechanics), supporting meaning (10 points)

| 1 not meeting  | 2 approaching  | 3 meeting  | 4 exceeding   |
|--|--|--|---|
| <p>The written work uses language that <b>frequently impedes</b> meaning because of errors in usage.</p> | <p>The written work uses language that <b>attempts to convey</b> meaning to readers with clarity, although the writing may include errors.</p> | <p>The written work uses straightforward language that <b>generally conveys</b> meaning to readers, employing writing with few errors.</p> | <p>The written work uses graceful language that <b>skillfully communicates</b> meaning to readers with clarity and fluency, employing virtually error-free writing.</p> |

### Formatting (basic Assignment Design and Elements) (10 points)

| 1 not meeting   | 2 approaching   | 3 meeting   | 4 exceeding   |
|---|---|---|---|
| <p>The written work needs more improvement paid to concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher.</p> | <p>The written work pays some attention to concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher. .</p> | <p>The written work uses does well in attending to concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher.</p> | <p>The written work successfully addresses concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher.</p> |

| CORE STRENGTHS    | CORE IMPROVEMENTS |
|-------------------|-------------------|
|                   |                   |
| Grammar Concerns? |                   |

Grading:

Revision Granted

Y/N