

MLA Persuasive Essay **Rubric**

Rubric categories	Exceptional	Exceeds Expectations	Meets Basic Expectations	Approaching Expectations	Unacceptable
<b>Introduction/thesis</b>	<p>Writer has put obvious effort into capturing attention and provides a meaningful context to a persuasive argument.</p> <p>Thesis is clearly and concretely articulated in terms of the prompt.</p>	<p>Writer has sparked some interest and effectively introduces a persuasive argument.</p> <p>Thesis is clear in terms of the prompt.</p>	<p>Writer provides context for the argument, but opening is obvious, elementary, and/or basic.</p> <p>Thesis is broad; it may be vague in terms of the prompt.</p>	<p>Intro does not flow with the argument of the paper. Position may be unclear.</p> <p>Thesis may demonstrate misunderstanding of the prompt.</p>	<p>Contains an incomplete intro or lacks one altogether.</p> <p>Thesis is not evident or is not indicative of a position. It is misplaced.</p>
<b>Counterclaims/ Refutations</b>	<p>Obvious counterclaims are raised and refuted seamlessly and thoroughly.</p>	<p>Logical counterclaims are raised and refuted.</p>	<p>Essay may address less logical counterclaims without much refutation.</p>	<p>Counterclaims may not be linked to the thesis/claims. There are no refutations, making the essay seem wishy-washy.</p>	<p>Counterclaims and refutations are not evident.</p>
<b>Claims</b>	<p>Paragraphs start with claims that effectively organize and contribute to the highly persuasive nature of the essay. They are insightful and are clearly linked to thesis. There are at least two claims made in support of the thesis.</p>	<p>Claims articulate arguments that are logically linked to the thesis.</p> <p>There are at least two claims made in support of the thesis.</p>	<p>Claims are present, but they may be obvious or basic. They may be less effective in helping to organize the essay. There are at least two claims made in support of the thesis.</p>	<p>Claims are not clearly linked to the thesis. They may show a misunderstanding of the prompt. They do not help to organize the essay. There may be only one claim made in support of the thesis.</p>	<p>Claims are not evident. Writer simply uses facts or summaries instead.</p>
<b>Evidence</b>	<p><b>Writer presents relevant facts in the form(s) of definitions, concrete examples, and attributed/ documented quotations (with proper MLA in-text citations and works cited). Each example is elaborated upon, clarifying how it supports the claim being made. The evidence is highly persuasive in supporting the claims.</b></p>	<p>Writer provides effective facts in the form(s) of definitions, concrete details, quotations, and examples that were cited sufficiently and support the claim. Examples may lack elaboration. The evidence is believable in supporting the claims.</p>	<p>Writer provides facts, definitions, details, quotations, and examples that attempt to develop and support the claim. Examples lack elaboration. Overall, the evidence is present but superficial.</p>	<p>Writer provides limited facts and examples to support the claim. Evidence is not thorough in supporting the claim or is irrelevant or illogical.</p>	<p>Writer provides little or no specific evidence to support claims.</p>
<b>Style, vocabulary,</b>	<p>Sophisticated vocabulary and</p>	<p>Attempts at advanced, precise</p>	<p>Vocabulary is basic and</p>	<p>Problems with sentence</p>	<p>Serious problems with</p>

<p><b>paragraphing, sentences, capitalization, punctuation</b></p>	<p>awareness of audience. Sentences are complete and varied. Quotes are smoothly blended. Transitions are seamless. Paragraphing is logical. Writer avoids 1st &amp; 2nd person pronouns. Writer has proofread for careless errors in capitalization and punctuation.</p>	<p>vocabulary and quote blending. Sentences are complete but may not be varied. Transitions are evident. Paragraphing is logical. Writer mostly avoids 1st and 2nd person pronouns. Writer has few errors in capitalization and punctuation.</p>	<p>obvious. Quotes may not be blended, and sentence structure lacks variety. Some paragraphs may contain more than one claim. Transitions are sparse. Writer tends to use 1st and 2nd period pronouns. Writer has some errors in capitalization and punctuation.</p>	<p>clarity, completion, redundancy, stand-alone quotes, and precise vocabulary. May lack logical paragraphing. Writer frequently relies on 1st and 2nd person pronouns. Writer has many errors in capitalization and punctuation.</p>	<p>coherence and clarity. Many sentences need revision. Many have no evident paragraphing. Writer shows no awareness of avoiding 1st or 2nd person pronouns in formal writing. Writer shows a reckless disregard for capitalization and punctuation rules.</p>
<p><b>Conclusion</b></p>	<p>Conclusion effectively restates position, revisiting opening ideas. It uses fresh language and meaningful insight (a consideration of the “big picture”) leaves a lasting impression or a call to action.</p>	<p>Conclusion restates arguments, but may disregard opening. Use of new language shows an understanding of the big picture.</p>	<p>Conclusion basically restates arguments verbatim.</p>	<p>Conclusion does not flow with the argument of the paper. It contains blanket or vague statements; it needs attention to be effective.</p>	<p>Insufficient or nonexistent conclusion.</p>