Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Frankenstein* Argument Essay Rubric**

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| --- | --- | --- |
| **SCORE** | **VALUE** | **REQUIREMENTS** |
|  | 10 | **Paragraph #1: Introduction*** Attention-getting lead sentence that grabs the reader’s attention and effectively introduces the issue
* Two to three sentences that: (1) gradually lead up to the writer’s MAJOR CLAIM / THESIS STATEMENT in a thoughtful and meaningful way, (2) mention the name of the book and author, and (3) avoid lengthy plot summary
* MAJOR CLAIM / THESIS STATEMENT that clearly states student’s position **and** previews his/her major arguments
 |
|  | 10 | **Paragraph #2: First Argument (ICE)*** **I:** Topic Sentence that clearly states the argument (i.e., the paragraph’s MAIN IDEA)
* **C:** Two key quotes used as EVIDENCE in support of the paragraph’s argument
* **E:** Explain how each quote supports the paragraph’s argument or MAIN IDEA, (i.e., answers the question “Why is this important?” for the reader)
* Transition words/phrases at the beginning and within the paragraph to help guide the reader
* CONCLUDING STATEMENT that briefly summarizes and circles back to the essay’s MAJOR CLAIM / THESIS STATEMENT
 |
|  | 10 | **Counter-argument & Rebuttal (can be a separate paragraph or part of another paragraph)*** Topic Sentence that clearly states the counter-argument, or OPPOSING VIEW (i.e., the paragraph’s MAIN IDEA)
* Transition words/phrases to help guide the reader
* Sentence containing evidence of the OPPOSING VIEW
* Sentence containing evidence that REFUTES the opposing view, including one key quote (REBUTTAL)
* LINK to explain how the quote supports the paragraph’s argument or MAIN IDEA, (i.e., answers the question “Why is this important?” for the reader)
* CONCLUDING STATEMENT that briefly summarizes and circles back to the essay’s MAJOR CLAIM / THESIS STATEMENT.
 |
|  | 10 | **Paragraph #3/4: Second Argument (ICE)*** **I:** Topic Sentence that clearly states the argument (i.e., the paragraph’s MAIN IDEA)
* **C:** Two key quotes used as EVIDENCE in support of the paragraph’s argument
* **E:** Explain how each quote supports the paragraph’s argument or MAIN IDEA, (i.e., answers the question “Why is this important?” for the reader)
* Transition words/phrases at the beginning and within the paragraph to help guide the reader
* CONCLUDING STATEMENT that briefly summarizes and circles back to the essay’s MAJOR CLAIM / THESIS STATEMENT
 |
|  | 10 | **Conclusion** * Restates MAJOR CLAIM / THESIS without repeating it word-for-word
* Summarizes main arguments
* DOES NOT mention new information and/or arguments
 |
|  | 30 | **Mechanics*** Two Pages, Double-Spaced, 12 pt. Font, One Inch Margins, and MLA-style Header (Name, Class and Block, Teacher, and Date), Interesting Title (Centered)
* MLA Internal Citations & MLA Works Cited Page
* Correct use of nonessentials, commas, apostrophes, colons, and semicolons
* Proper usage and punctuation of FANBOYS and ABBI sentences
* Consistent use of present tense verbs & pronoun person; proper pronoun-antecedent agreement
* Proper spelling and grammar
 |
|  | 10 | **Overall Effectiveness*** Demonstrates in-depth knowledge of the text
* Exhibits the ability to effectively organize a written argument
* Avoids lengthy plot summary
* Successfully uses a variety of rhetorical appeals to persuade (i.e., logos, ethos, and pathos)
* Presents a thorough, thought-provoking, and convincing argument
 |
|  | **90** | **Comments:** |