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***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:** |