

Traits	1	2	3	4
Introduction	The writer's first paragraph does not function as an introduction to the argument. It may make cursory generalizations about a problem or simply summarize the critical articles	The writer attempts to create an introductory section establishing a prelude, shared context, an action, and claim, but does so in an overbroad way.	The writer fashions an introductory section that establishes the prelude, shared context, action, and claim.	The writer fashions an introductory section that establishes the prelude, shared context, action, and claim that interests them in a most inventive and substantive way.
Problem	The writer does not attempt to articulate the problems with applying the war metaphor to COVID-19	The writer articulates the problems with the use of a war metaphor unevenly, perhaps focusing only on one, or on several in a thinly-defined way.	The satisfactorily articulates what they believe the key problems with the war metaphor as applied to COVID-19; their reasons are clear and well-explained.	The writer offers particularly inventive and well-explored reasons of their own for the limitations of the war metaphor applied to discussions of COVID-19.
Solution	Writer offers no substitute metaphor, or offers one so general as to be overbroad.	Writer offers more than one metaphor, or seems not to have settled on a single one. Reasons may be well-put, but the focus too diffuse.	Writer has a clear metaphor to offer, and offers very good, persuasive reasons for why it does representation work that war metaphors do not.	Writer has expertly tailored their argument; the reasons for deploying their clearly presented metaphor are especially inventively presented and interesting.
Conclusion	Writer does not offer a conclusion to the essay.	Writer's essay concludes by summarizing the points made rather than looking forward to the argument's implications.	The writer creates a conclusion that is forward looking, and explores the implications of their argument.	Writer provides an especially perceptive and inventive conclusion that explores the implications of their argument.
Conventions (grammar, mechanics, spelling, citation)	Grammatical, spelling, citation, and/or mechanical issues interfere with overall clarity.	Patterned errors in grammar, citation and/or mechanics, suggesting the need for targeted review/learning.	Barely noticeable, random typographic, grammatical or mechanical errors. If external sources are used, there may be one or two citation errors.	Error-free prose. If external sources are used, no errors in citation.

Name:

Total: