

Argument Essay Rubric

	5	4	3	2	1
Introductory Paragraph	<ul style="list-style-type: none"> • Attention-demanding hook • Clear info w/ both sides • Introduced • Strong claim statement. 	<ul style="list-style-type: none"> • Hook, background info, and claim are present. • Majority of elements are strong and minimal revision is needed. 	<ul style="list-style-type: none"> • Hook, background info, and claim are present. • We still benefit from revision. 	<ul style="list-style-type: none"> • Missing hook, background info, or claim. • Other elements are in need of revision. 	<ul style="list-style-type: none"> • Missing hook, background info, and/or claim. • In need of serious revision.
Support: Reasons, Evidence, & Explanation	<ul style="list-style-type: none"> • Multiple reasons (at least 2) • Evidence (at least 2 pieces per reason) • Explanations show how evidence connects to reason and proves claim. 	<ul style="list-style-type: none"> • At least two clear reasons. • At least two pieces of evidence per reason. • Explanations present. 	<ul style="list-style-type: none"> • Reasons and evidence are mostly present but either unclear or insufficient. • Explanations attempted. 	<ul style="list-style-type: none"> • Reasons and evidence partially attempted but unclear. • Explanations may not be present. 	<ul style="list-style-type: none"> • Only paragraphs attempted. • Reasons, evidence, and explanations are needed.
Counterargument & Rebuttal	<ul style="list-style-type: none"> • Strong, specific counterargument. • Rebuttal is logical and proves counterargument invalid. 	<ul style="list-style-type: none"> • Counterargument anticipated. • Rebuttal fully explained. 	<ul style="list-style-type: none"> • Counterargument and rebuttal are both attempted. 	<ul style="list-style-type: none"> • Core element may be missing or difficult to distinguish. 	<ul style="list-style-type: none"> • Counterargument and rebuttal are needed.
Conclusion	<ul style="list-style-type: none"> • Strong restatement of claim. • Strong closing statement that extends the argument and leaves readers thinking. 	<ul style="list-style-type: none"> • Restates claim statement. • Clear closing statement. 	<ul style="list-style-type: none"> • Restated claim is attempted. • Closing statement is attempted. 	<ul style="list-style-type: none"> • Either restated claim or closing statement may be unclear or missing. 	<ul style="list-style-type: none"> • Restated claim and closing statement are not apparent.
Citations	<ul style="list-style-type: none"> • Making attempt to make in-text citations follow MLA format. • Making attempt to make Works Cited page follow MLA format. 	<ul style="list-style-type: none"> • In-text attempt at in-text citations and Works Cited page. 	<ul style="list-style-type: none"> • Attempted in-text citations and Works Cited page. 	<ul style="list-style-type: none"> • In-text citations or work cited page missing. 	<ul style="list-style-type: none"> • Sources are not referenced.
Writing Style	<ul style="list-style-type: none"> • Confident, professional, formal tone. • Arguments made w/ attention. • Variety of sentence structures. • Compelling word choice. • Memorable words/phrases. 	<ul style="list-style-type: none"> • Informal tone strongly attempted. • Some sentence variety. • Mostly strong word choice. 	<ul style="list-style-type: none"> • Informal tone sometimes attempted, sometimes neglected. • Some strong word choice. • Some sentence repetition. 	<ul style="list-style-type: none"> • Informal tone is extremely evident. • Sentences are repetitive or choppy. 	<ul style="list-style-type: none"> • Informal tone. • Sentences are challenging to read.
Writing Conventions	<ul style="list-style-type: none"> • Nearly flawless grammar, punctuation, spelling. 	<ul style="list-style-type: none"> • Few errors in grammar, punctuation, spelling. 	<ul style="list-style-type: none"> • A few patterns in grammar, punctuation, and spelling errors. 	<ul style="list-style-type: none"> • Frequent grammar, punctuation, and spelling errors impede meaning. 	<ul style="list-style-type: none"> • Writing is challenging to understand.
Presentation	<ul style="list-style-type: none"> • Clean, un-bent page. • If typed: double-spaced, 11 or 12 point, academic font. • If handwritten: in pen, front side of clean pages, legible. 	<ul style="list-style-type: none"> • May be missing one formal presentation element. 	<ul style="list-style-type: none"> • May be missing two formal presentation elements. 	<ul style="list-style-type: none"> • May be missing three formal presentation elements. 	<ul style="list-style-type: none"> • May be missing four or more formal presentation elements.

Name: _____

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Rubric High School Essay Argumentative

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Rubric High School Essay Argumentative:

A Collection of Performance Tasks & Rubrics: High School Mathematics Charlotte Danielson, Elizabeth Marquez, 2014-05-22 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in high school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics *Put Some Pants on That Kid (PARENT/TEACHER GUIDE)* Crystal Crawford, This is the Parent Teacher Guide to accompany the Put Some Pants on That Kid Student Book Student Book is sold separately Writing well is an outgrowth of thinking well Do your teenagers dread writing assignments Do research papers make them want to scream Does teaching essay writing to your high schoolers feel like it s becoming a negative experience for you and for them Welcome to the Put Some Pants on That Kid writing curriculum Put Some Pants on That Kid takes a big picture practical approach to writing addressing the why behind the typical expectations for essays and research papers and providing students the tools they need to understand those larger concepts master them and extrapolate them to future writing assignments The Put Some Pants on That Kid curriculum is recommended for students at the 9th 12th grade levels and covers Essay writing narrative and argumentative persuasive Research papers research techniques Practical writing business letters business emails resumes cover letters and writing in online spaces such as blogs or social media An introduction to citation requirements and formatting for MLA and APA and more Each topic is covered in depth addressing not only expectations and techniques for each style of writing but also the reasons behind them This curriculum teaches students how to think well about their ideas and the words which communicate them and provides the tools for students to confidently fulfill assignment expectations while still allowing room for creativity and individual expression in their writing The Put Some Pants on That Kid curriculum comes in two parts The Student Book which provides the core text for the curriculum and The Parent Teacher Guide which provides a 32 week schedule lesson plans and techniques for using the curriculum with your high schoolers The curriculum also includes free access to printable rubrics handouts checklists and other resources for use with the curriculum These resources are available online and may be printed and copied for you or your students use as often as needed at no additional cost Want to know more Read more about this curriculum including the story behind the title at <http://ccrawfordwriting.com/pantsonkid> *The First-Year English Teacher's Guidebook* Sean Runday, 2018-04-30 The First Year English Teacher s Guidebook offers practical advice and recommendations to help new English teachers thrive in the classroom Each chapter introduces a concept crucial to a successful first year of teaching English and discusses how to incorporate that concept into your daily classroom practice You ll find out how to Clearly communicate instructional goals with students parents and colleagues Incorporate students out of school interests into the curriculum Use assignment specific rubrics to respond to student writing in meaningful ways Integrate technology into ELA instruction Conduct student centered writing conferences Make time for self care and self improvement and much much

more Additionally the guidebook provides a number of forms templates graphic organizers and writing prompts that will enable you to put the author s advice into immediate action These tools are available for download on the book s product page www.routledge.com/9781138495708 *A Collection of Performance Tasks & Rubrics: Middle School Mathematics* Charlotte Danielson, Elizabeth Marquez, 2014-05-22 Each of these books provides a collection of performance tasks and scoring rubrics for a number of important topics in middle and upper elementary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics *Teaching Literature Using Dialogic Literary Argumentation* Matt Seymour, Theresa Thanos, George E. Newell, David Bloome, 2020-04-23 Introducing a new framework for teaching and learning literature in secondary schools this book presents Dialogic Literary Argumentation as an inquiry based approach to engage students in communicating and exploring ideas about literature As a process of discovery Dialogic Literary Argumentation facilitates conversation arguing to learn as a method to support students diverse perspectives and engagement with one another in order to develop individual and collective understandings of literature and their place in the world Covering both the theoretical foundation and application of this method this book demonstrates how to apply Dialogic Literary Argumentation to teach literature in a way that foregrounds dialogue learning through inquiry diverse views listening to others and engagement with our communities Ideal for preservice teachers in literacy methods courses and practicing teachers it features real world cases discussions of the principles presented resource lists and conversation starters for professional learning communities professional development and teacher education

Put Some Pants on That Kid (STUDENT BOOK) Crystal Crawford, Writing well is an outgrowth of thinking well Do you dread writing assignments Do research papers make you want to scream Does learning high school essay writing feel like a chore Welcome to the Put Some Pants on That Kid writing curriculum Put Some Pants on That Kid takes a big picture practical approach to writing addressing the why behind the typical expectations for essays and research papers and providing students the tools they need to understand those larger concepts master them and extrapolate them to future writing assignments The Put Some Pants on That Kid curriculum is recommended for students at the 9th 12th grade levels and covers Essay writing narrative and argumentative persuasive Research papers research techniques Practical writing business letters business emails resumes cover letters and writing in online spaces such as blogs or social media An introduction to citation requirements and formatting for MLA and APA and more Each topic is covered in depth addressing not only expectations and techniques for each style of writing but also the reasons behind them This curriculum teaches students how to think well about their ideas and the words which communicate them and provides the tools for students to confidently fulfill assignment expectations while still allowing room for creativity and individual expression in their writing The Put Some Pants on That Kid curriculum comes in two parts The Student Book which provides the core text for the curriculum and The Parent Teacher Guide which provides a 32 week schedule lesson plans and techniques for parents or

teachers who wish to use this handbook as a curriculum for their high schoolers Parent Teacher Guide sold separately The curriculum also includes free access to printable rubrics handouts checklists and other resources for use with the curriculum These resources are available online and may be printed and copied for you or your students use as often as needed at no additional cost Want to know more Read more about this curriculum at <http://ccrawfordwriting.com/pantsonkid>

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George E. Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9-12 this important contribution to literacy education research and classroom practice offers a new perspective a set of principled practices and case studies of excellent teaching The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences ideas and texts Six themes key to teaching argumentative writing as a thoughtful multi-leveled practice for deep learning and expression are presented teaching and learning argumentative writing as social practice teachers' epistemological beliefs about argumentative writing variations in instructional chains instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives contextualized analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities

Automated Essay Scoring Beata Beigman Klebanov, Nitin Madnani, 2022-05-31 This book discusses the state of the art of automated essay scoring its challenges and its potential One of the earliest applications of artificial intelligence to language data along with machine translation and speech recognition automated essay scoring has evolved to become both a revenue-generating industry and a vast field of research with many subfields and connections to other NLP tasks In this book we review the developments in this field against the backdrop of Elias Page's seminal 1966 paper titled *The Imminence of Grading Essays by Computer* Part 1 establishes what automated essay scoring is about why it exists where the technology stands and what are some of the main issues In Part 2 the book presents guided exercises to illustrate how one would go about building and evaluating a simple automated scoring system while Part 3 offers readers a survey of the literature on different types of scoring models the aspects of essay quality studied in prior research and the implementation and evaluation of a scoring engine Part 4 offers a broader view of the field inclusive of some neighboring areas and Part 5 closes with summary and discussion This book grew out of a week-long course on automated evaluation of language production at the North American Summer School for Logic Language and Information NASSLLI attended by advanced undergraduates and early-stage graduate students from a variety of disciplines Teachers of natural language processing in particular will find that the book offers a useful foundation for a supplemental module on automated scoring Professionals and students in linguistics applied linguistics educational technology and other related disciplines will also find the material here useful

How to Write Essays for Standardized Tests The Princeton Review, 2021-11-23 Master essays for standardized tests with The Princeton Review No matter how much writing you've done in school the timed

essays you ll face on standardized tests present a whole new challenge This essential guide expertly analyzes what graders are looking for across each of these standardized high school tests and then helps you swiftly and effectively meet their requirements Steady your nerves and start preparing with Comprehensive coverages of AP ACT TOEFL ISEE and SSAT essay formats Specific writing strategies to help ensure you re fulfilling the right criteria for each essay type Annotated samples that show you how the grading rubrics are assessed Tips on how to better support your answer for every kind of essay including how to analyze textual qualitative and visual content and make calculations within an essay Additional material on unique topics such as foreign language essay approaches and more

A Collection of Performance Tasks and Rubrics

Charlotte Danielson,1999 A collection of 20 class tested activities corresponding to K 3 math topics A Collection of Performance Tasks & Rubrics: Upper Elementary Mathematics Charlotte Danielson, This book provides a collection of performance tasks and scoring rubrics for a number of important topics in upper elementary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics *Systematic Classroom Assessment* Sarah Bonner,Peggy Chen,2019-03-22 Systematic Classroom Assessment promotes a fresh vision of assessment for student learning and achievement Using a framework that positions assessment as both an iterative purposeful cycle of inquiry for teachers as well as a coherent system of activities through which students engage in their own learning this framework for classroom assessment is unique in incorporating self regulated learning motivation and non cognitive processes Key components such as assessment for learning feedback emerging technologies and specific content areas are treated in depth and fundamental principles like reliability validity and fairness are approached from the classroom perspective Assignments Matter Eleanor Dougherty,2012-09-01 What exactly is an assignment and why does it matter How can educators ensure that their teaching meets the rigorous demands of the Common Core State Standards so that all students are well prepared for college or careers Drawing from her extensive experience as a teacher coach author Eleanor Dougherty answers these questions and many more with two aims in mind 1 to guide teachers and administrators in crafting high quality assignments and 2 to help educators understand the powerful impact that assignments can have on teaching and learning The book explains the critical differences among assignments activities and assessments and thoroughly describes the key elements of an assignment prompts rubrics products and instructional plans Readers will learn how to Follow a seven step process for crafting effective assignments Link assignments to units and courses Devise Anchor assignments for collaboration and consistency across grades Tap into instructional touchstones that can enrich any assignment Create classroom and school environments that support assignment making and Use assignments as a source of data about teaching and learning Equipped with the knowledge and expertise gained from Assignments Matter readers will be able to create meaningful learning experiences for their students and come to appreciate the author s belief that assignments may well be the missing link in school reform efforts to improve student achievement

Adaptive Educational Technologies for

Literacy Instruction Scott A. Crossley, Danielle S. McNamara, 2016-06-17 While current educational technologies have the potential to fundamentally enhance literacy education many of these tools remain unknown to or unused by today's practitioners due to a lack of access and support Adaptive Educational Technologies for Literacy Instruction presents actionable information to educators administrators and researchers about available educational technologies that provide adaptive personalized literacy instruction to students of all ages These accessible comprehensive chapters written by leading researchers who have developed systems and strategies for classrooms introduce effective technologies for reading comprehension and writing skills

Authentic Assessment in Social Studies David Sherrin, 2020-02-19 This engaging book will show you how to move beyond tests and essay writing to implement authentic assessments in your middle or high school social studies classroom Award winning teacher David Sherrin explains the value of authentic assessments and offers practical ways to get started and dive deeper in your own practice You'll be encouraged and inspired by the real life stories of classroom successes and failures that illustrate the points throughout the book The chapters cover a range of categories including different types of written creative and civic action assessments The book includes planning charts and rubrics showing how to use grade and give feedback on assessments so they truly aid student learning and progress specific examples useful tips and ready to go instructions that you can use immediately with your class open ended assessments encourage scaffolding or adaptation for individual or group work to fit your classroom needs You will learn how to personalize instruction and provide students with avenues for creativity and the types of learning experiences they need to be prepared for a complex world

Rubric Nation Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature

Scientific Argumentation in Biology Victor Sampson, Sharon Schleigh, 2013 Develop

your high school students understanding of argumentation and evidence based reasoning with this comprehensive book Like three guides in one Scientific Argumentation in Biology combines theory practice and biology content It starts by giving you solid background in why students need to be able to go beyond expressing mere opinions when making research related biology claims Then it provides 30 thoroughly field tested activities your students can use Detailed teacher notes suggest specific ways in which you can use the activities to enrich and supplement not replace what you re **Teaching Writing** Mary Frances Claggett,2005 This new resource for writing teachers helps students set purpose and find form for their writing In today s educational climate it is more important than ever that we prepare our students to be effective and competent writers who can write for a variety of purposes How can we teach our students the skills they need to be successful while also fostering an appreciation for the process craft and art of writing Drawing from sound theory and research as well as on many years of experience in the English classroom Fran Claggett and colleagues Joan Brown Nancy Patterson and Louann Reid have created a writing teacher s resource to help both new and experienced teachers sort through the often complex issues in the teaching of writing With innovative teacher tested strategies for creating a classroom in which students thrive as writers Teaching Writing Craft Art Genre is a must have addition to every writing teacher s library In this volume you ll discover research based discussions on key issues classroom ready lessons for teaching genre methods for incorporating poetry into the writing program rationale and lessons for using modeling to teach writing ideas for integrating technology in the English classroom strategies for teaching grammar in contexts for writing examples of student work that illustrate teaching concepts sample rubrics for assessment and student self assessment and an extensive bibliography of resources Liminal Spaces of Writing in Adolescent and Adult Education Jin Kyeong Jung,Mellinee Lesley,Rene Saldana,Julie Smit,2022-03-03 Liminal Spaces of Writing in Adolescent and Adult Education addresses the persistent gap in writing reform at the middle secondary and post secondary level Through an examination of useful and liminal writing the book explores the intellectual and creative space where structured expectations verge with individual imagination in writing The premise of the book is built around a multiplicity of ways to invite adolescent and adult students to enter into states of liminality where they are encouraged to experiment with style form genre and voice Through research featuring the perspectives of adolescents classroom teachers teacher educators graduate students and literacy researchers the book offers numerous insights into fostering a liminal and useful approach to writing instruction Each author takes the reader through a journey of finding the liminal as teachers writers and researchers Taken together this tapestry of perspectives puts forth the argument that liminal moments are necessary caveats to explore in order to cultivate fully actualized writing where students are in control of structures and traditional writing expectations but also free to imagine new ways of breaking with conventions and being as writers Thus the book argues liminal writing is critical in bringing about sustained writing reform High Literacy in Secondary English Language Arts Marc Nachowitz,Kristen C.

Wilcox, 2018-11-07 This volume culls scholarship on both what high literacy is and how it is developed. It embraces the call put forth by Langer and Applebee (2016) that high literacy must continue to be our aim and to see more research analyzing and identifying how teachers might promote literacy practices that promote deep thinking around important content. The editors offer a conceptual framework for high literacy that explicates how each component, i.e., reading, writing, dialogic engagement, and epistemic cognition in literary reasoning, relates to the others and from what scholarly literature these concepts have been derived. Individual chapter authors provide in-depth examinations of the existing research base on particular related topics, focusing on the two important cross-cutting aims of the volume: 1) explicating the roles reading, writing, dialogic engagement, and epistemic cognition hold in high literacy development and 2) providing examples of practices recommended to develop high literacy.

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