

## Argumentative Essay Rubric

Criteria	Excellent (10)	Good (8)	Fair (6)	Minimal Improvement (4)	Poor (2)
Introduction	All points of the introduction are present and effective. Thesis, background, and call to action are clear.	All points of the introduction are present and effective. Thesis, background, and call to action are clear.	Most points of the introduction are present and effective. Thesis, background, and call to action are present.	Points of the introduction are present but are not clearly stated or clearly related to the thesis.	Only a few points of the introduction are present and clear.
Body Paragraphs	All points of body paragraphs are present and clearly related to the thesis and are clear and effective.	All points of body paragraphs are present and clearly related to the thesis and are clear and effective.	Most points of body paragraphs are present and clearly related to the thesis and are clear and effective.	Points of body paragraphs are present and clearly related to the thesis and are clearly related to the thesis.	Only a few body paragraphs are present and clearly related to the thesis and are clearly related to the thesis.
Conclusion	Conclusion is clear and effective, clearly related to the thesis, and includes a call to action.	Conclusion is present but is not clearly related to the thesis and is not effective.	Conclusion is present but is not clearly related to the thesis and is not effective.	Conclusion is present but is not clearly related to the thesis and is not effective.	Conclusion is not clearly related to the thesis.
Conventions	All points of conventions are present and effective. Punctuation is present and consistent.	All points of conventions are present and effective. Punctuation is present and consistent.	Only a few points of conventions are present and effective. Punctuation is present and consistent.	Only a few points of conventions are present and effective. Punctuation is not consistent.	Only a few points of conventions are present and effective.

Total: \_\_\_\_\_

Total: \_\_\_\_\_ / 50

# Argumentative Essay Rubric For Middle School

**Madhabi Chatterji**

## **Argumentative Essay Rubric For Middle School:**

*The Middle School Writing Toolkit* Tim Clifford,2013 The Middle School Writing Toolkit addresses the 5 major writing genres that middle school students are expected to master reports persuasive essays how to procedural essays narratives and literary responses and provides 57 mini lessons and more than 200 workstation tasks to start English teachers well on their way to creating a successful writing program in the classroom *A Collection of Performance Tasks & Rubrics: Middle School Mathematics* Charlotte Danielson,Elizabeth Marquez,2014-05-22 Contains performance tasks that can be used to assess high school students understanding of the basic concepts used in mathematics

**Argumentative Writing in a Second Language** Alan R. Hirvela,Diane Belcher,2021-12-13 Argumentative Writing in a Second Language is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers

**Best Practices in Writing Instruction, Third Edition** Steve Graham,Charles A. MacArthur,Michael A. Hebert,2018-12-26 Well established as a definitive text and now revised and updated with eight new chapters this book translates cutting edge research into effective guidelines for teaching writing in grades K 12 Illustrated with vivid classroom examples the book identifies the components of a complete high quality writing program Leading experts provide strategies for teaching narrative and argumentative writing using digital tools helping students improve specific skills from handwriting and spelling to sentence construction teaching evaluation and revision connecting reading and writing instruction teaching vulnerable populations using assessment to inform instruction and more New to This Edition Chapters on new topics setting up the writing classroom and writing from informational source material New chapters on core topics narrative writing handwriting and spelling planning assessment special needs learners and English learners Increased attention to reading writing connections and using digital tools Incorporates the latest research and instructional procedures See also *Handbook of Writing Research Second Edition* edited by Charles A MacArthur Steve Graham and Jill Fitzgerald which provides a comprehensive overview of writing research that informs good practice [Student and Teacher Writing Motivational Beliefs](#) Steve Graham,Gary A. Troia,Gustaf Bernhard Uno Skar,2024-06-21 The study of students motivational beliefs about writing

and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature *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

**The Field Guide to Teaching** Richard J. Marchesani,2007 The goal of The Field Guide to Teaching A Handbook for New Teachers is to provide very specific and practical guidance for those who are entering the teaching profession The book offers guidelines hints and fundamental information geared to help the novice teacher avoid common pitfalls and to make a start on the road to becoming a professional educator It is written from the point of view that those who read the book are unfamiliar with the profession beyond the training they have or will receive in their college teacher preparation program or other alternate route program Publisher s website *Designing and Using Tools for Educational Assessment* Madhabi Chatterji,2003 This text is intended for the large group of non measurement professionals who need to know about creating assessment tools and using them for decision making Teachers administrators and instructional support personnel will find that this book provides a balanced treatment of design validation and use of assessment tools for varied learning outcomes and needs This treatment includes traditional and alternative assessments The book is straightforward and applied with minimal statistical content Numerous examples case studies tables figures and a Web site with chapter highlights and exercises support the applied focus of this book Psychologists or those involved with educational psychology

**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

**Moving Away from Scripted Essays** Lindsey McManigal,2008 *Within and Beyond the Writing Process in the Secondary English Classroom* Reade W. Dornan,Lois Matz Rosen,Marilyn J. Wilson,2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice *Content Area Reading and Writing* Norman Unrau,2004 This theory based strategy driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective

teaching Chapters on assessment motivation struggling readers aligning standards with strategies and assessment and a constant focus on diversity set this text apart Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text SPECIAL FEATURES INCLUDE Step by Step features which precisely explain a strategy s implementation Plenty of simple and effective strategies for assessing and addressing students reading capabilities A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards An abundance of student work samples to fully illustrate chapter concepts strategies and effective teaching A Companion Wesite available at [www.prenhall.com/unrau](http://www.prenhall.com/unrau) containing self assessments web links and classroom video footage to round out content comprehension *Writing and Grammar: Platinum level (10)* ,2001 Grade 10 **Yes, No, Maybe So** Jenna Kaye Lindsey,2008

**Professional Development for School Improvement** Stephen P. Gordon,2004 This book integrates knowledge from professional development and school improvement to describe frameworks that can increase the capacity of individuals teams and organizations to grow and develop The text argues that both professional development and school improvement should have as their primary purpose the improvement of teaching and learning Eleven frameworks for professional development are presented along with strategies for integrating multiple frameworks in comprehensive programs School leader development is addressed as a prerequisite for professional and school development [Bridging the Gap Between College and High School Writing in an Online Assessment Community](#) Merilee Griffin,2009 [Resources in education](#) ,1991-02 **McGraw-Hill's Conquering ACT English Reading and Writing, 2nd Edition** Steven Dulan,2011-08-26 Excel on the ACT s English reading and writing sections and get top scores on the exam If you re struggling with ACT English reading or writing you can rest easy the revised and updated edition of McGraw Hill s Conquering ACT English Reading and Writing is here Written by an expert ACT instructor this book offers intensive review for all of the verbal question types on the ACT as well as for the ACT Writing Test The book covers basic reading writing and grammar usage skills accompanied by numerous examples You ll also get to practice with intensive ACT style drills and full length sample test sections And for more help go to [MHPracticePlus.com](http://MHPracticePlus.com) for additional ACT practice and test information

*Writing in the Social Sciences* Jonathon M. M. Sakamoto,2008 *Educative Assessment* Grant Wiggins,1998-03-30 Examines the elements of educative or learning centered assessment presents a logical order and criteria for considering assessment design elements and looks at the implications of the design work

## Embracing the Track of Expression: An Psychological Symphony within **Argumentative Essay Rubric For Middle School**

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