

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 included and clearly stated and effective. | All points of body paragraphs are included and clearly stated and effective. | Most points of body paragraphs are included and clearly stated and effective. | Points of body paragraphs are present and clearly stated but possibly omitted or insufficient. | Only a few points of body paragraphs are present and clearly stated. |
| Conclusion | Conclusion is well written, organized, and clearly stated and effective. | Conclusion is well written, organized, and clearly stated and effective. | Conclusion is well written, organized, and clearly stated and effective. | Conclusion is well written, organized, and clearly stated and effective. | Conclusion is mostly clear and effective. |
| Conventions | All points of conventions are included and effective. Capitalized words, punctuation, and grammar are present all the time. | All points of conventions are included and effective. Capitalized words, punctuation, and grammar are present all the time. | Only a few points of conventions are present and effective. Capitalized words, punctuation, and grammar are present. | Only a few points of conventions are present and effective. Capitalized words, punctuation, and grammar are present. | Only a few points of conventions are present and effective. |
| Communication | Shows the writer's ability to clearly present ideas and supporting evidence and to have the audience pay attention to the writer. | Shows the writer's ability to clearly present ideas and supporting evidence and to have the audience pay attention to the writer. | Shows the writer's ability to clearly present ideas and supporting evidence and to have the audience pay attention to the writer. | Shows the writer's ability to clearly present ideas and supporting evidence and to have the audience pay attention to the writer. | Shows the writer's ability to clearly present ideas and supporting evidence and to have the audience pay attention to the writer. |

Total: _____

Total: _____ / 50

Argumentative Essay Writing Rubric

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Argumentative Essay Writing Rubric:

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

Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies, volume II Antonio Bova,Lise Haddouk,Carlo Galimberti,Francesco Arcidiacono,2023-06-22

Writing Instruction for English Learners Eugenia Mora-Flores,2008-10-29 Focusing on narrative expository and persuasive writing and poetry this guide provides strategies and tools to facilitate writing development for English learners in Grades 2 8

Using Blended Learning Khe Foon Hew,Wing Sum Cheung,2014-08-01 This book

discusses evidence based practices related to the use of blended learning in both K 12 and higher education settings

Specifically this book features evidence based practices in relation to the following five learning goals a Fostering students attitude change toward country b Helping students solve ill structured design task problems c Improving students critical thinking in assessing sources of information d Improving students narrative and argumentative writing abilities and e Enhancing students knowledge retention and understanding To achieve this aim the authors draw upon their own research studies as well as some other relevant studies to reveal the pedagogical approaches the specific instructional learning activities the technologies utilized and the overall framework for developing blended learning experiences

Literacy Instruction with Disciplinary Texts William E. Lewis,John Z. Strong,2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size

5 Steps to a 5 Writing the AP English Essay 2014-2015 Barbara Murphy,Estelle M. Rankin,2013-07-24 Get ready for your AP exam with this straightforward and easy to follow study guide updated for all the latest exam changes 5 Steps to a 5 Writing the AP English Essay features an effective 5 step plan to guide your preparation program and help you build the skills knowledge and test taking confidence you need to succeed This fully revised edition covers the latest course syllabus and provides model tests that reflect the latest version of the exam Inside you will find 5 Step Plan to a Perfect 5 1 Set Up Your Study Program 2

Determine Your Test Readiness 3 Develop Strategies for Success 4 Develop the Knowledge You Need to Score High 5 Build Your Test Taking Confidence 2 complete practice AP Writing the AP English Essay exams 3 separate plans to fit your study style Review material updated and geared to the most recent tests Savvy information on how tests are constructed scored and used

Reading and Writing Skills: Cognitive, Emotional, Creative, and Digital Approaches María Isabel de Vicente-Yagüe Jara, Elena Jiménez-Pérez, Pedro García Guirao, Olivia López Martínez, 2023-12-14

5 Steps to a 5 Writing the AP English Essay, 2012-2013 Edition Barbara Murphy, Estelle M. Rankin, 2011-06-28

A Perfect Plan for the Perfect Score We want you to succeed on your AP exam That's why we've created this 5 step plan to help you study more effectively use your preparation time wisely and get your best score This easy to follow guide offers you a complete review of your AP course strategies to give you the edge on test day and plenty of practice with AP style test questions You'll sharpen your subject knowledge strengthen your thinking skills and build your test taking confidence with Full length practice exams modeled on the real test All the terms and concepts you need to know to get your best score Your choice of three customized study schedules so you can pick the one that meets your needs The 5 Step Plan helps you get the most out of your study time Step 1 Set Up Your Study Program Step 2 Determine Your Readiness Step 3 Develop the Strategies Step 4 Review the Knowledge Step 5 Build Your Confidence

Rethinking Rubrics in Writing Assessment Maja Wilson, 2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment But sometimes it's better to be unconventional

In *Rethinking Rubrics in Writing Assessment* Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives *Rethinking Rubrics in Writing Assessment* gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open *Rethinking Rubrics in Writing Assessment* and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment

How Students Write: A Linguistic Analysis Laura Louise Aull, 2020-04-01 Broad generalizations about people today are a familiar feature of first year student writing *How Students Write* brings a fresh perspective to this perennial observation using corpus linguistics techniques This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence draw connections between ideas relate to their readers and ultimately learn to construct knowledge in their writing Drawing on both first year and upper level student writing the book examines the discourse of students at different points in their education It also distinguishes between argumentative and

analytic essays to explore the way school genres and assignments shape students choices In focusing on sentence level features such as hedges perhaps and boosters definitely this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas Attention to these features can help instructors foster civil discourse design effective assignments and expose and question norms of higher education *The First-Year English Teacher's Guidebook* Sean Ruday,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](http://www.routledge.com/9781138495708)

Teaching Argumentative Writing to Twelfth Grade Students Barbara Ann Beck Perushek,1999

Teaching Students who are Exceptional, Diverse, and at Risk in the General Education Classroom Sharon Vaughn,Candace S. Bos,Jeanne Shay Schumm,2007 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides classroom teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provides teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law IDEA 2004 a new chapter on Developing Independence in Learning an all new Tech Tips features that has received rave reviews a revised chapter Managing Student Behavior that emphasizes school wide behavior management and positive behavioral support an expanded chapter on Collaborating and Coordinating with Other Professionals and Family Members with increased coverage of co teaching a revised chapter on Planning and Grouping Strategies for Special Learners that reflects an increased emphasis on grouping and expanded coverage of secondary education via chapter opening interviews new photos and new examples throughout the text

Writing and Grammar: Platinum level (10) ,2001 Grade 10

Strategies for Teaching Learners with Special Needs Edward A. Polloway,James R. Patton,Loretta Serna,2005 This comprehensive non categorical special education methods book retains the key features that have made it a bestseller within the special education field for more than 20 years The authors give substantial coverage to generic methods and to all curricular content areas In the new edition increased emphasis is given to effective research based teaching strategies that will enable students with special needs to be successful in any classroom environment inclusive classrooms resource and self

contained classrooms **Building a Validity Argument for the Test of English as a Foreign Language** Carol A. Chapelle,Mary Enright,Joan Jamieson,2008 Building a Validity Argument for the Test of English as a Foreign Language TM is distinctive in its attempt to develop a coherent story of the rationale for a test or its revision explain the research and development process and provide the results of the validation process This volume is particularly relevant for professionals and graduate students in educational measurement applied linguistics and second language acquisition as well as anyone interested in assessment issues *5 Steps to a 5: Writing the AP English Essay 2019* Barbara L. Murphy,Estelle M. Rankin,2018-08-06 A PERFECT PLAN FOR THE PERFECT SCOREScore Raising Features Include Sample Student Essays Complete overview of the AP English Essay format Practice activities that determine your readiness Proven strategies for prewriting planning reading and working different types of essay prompts A comprehensive review of the basics of discourse rhetorical construction and rhetorical analysis Valuable glossary as well as a bibliography of recommended authors and textsThe 5 Step Plan Step 1 Set up your AP essay writing training programStep 2 Determine your readiness by reviewing writing basicsStep 3 Develop the strategies that will give you the edge on test dayStep 4 Review the writing skills you need to achieve your highest scoreStep 5 Build your confidence with writing practice *5 Steps to a 5: Writing the AP English Essay 2018* Barbara L. Murphy,Estelle M. Rankin,2017-07-28 This insider s guide provides everything you need to write powerful high scoring essays on the AP English Essay 5 Steps to a 5 Writing the AP English Essay 2018 introduces an easy to follow effective 5 step study plan to help you build the skills knowledge and writing confidence you need to achieve a high score on the essay This valuable guide matches the latest course syllabus and explains exactly what the graders are look for in the essay You ll find expert advice and strategies to help you write great essays as well as tons of essay writing practice 5 Steps to a 5 Writing the AP English Essay 2018 features Examples of AP essays from varied subject areas Strategies and techniques to help you write effective well received essays Advice for planning prewriting writing and reviewing your essay Sample student essays with expert commentary **Laws and Orders: Guide and writer's handbook** ,2003 *Preparing Citizens* Barbara Miller,Laurel R. Singleton,1997 This handbook assists educators in improving the links among civic education curriculum instruction and assessment First person accounts detailing teachers thoughts present a basis for tracing the evolution of assessment tasks and rubrics for evaluation Samples of student work are provided to stimulate thinking and discussion Activities for staff development programs and for individual teachers are included There are 11 chapters divided into three sections Section 1 Getting Started contains the chapters 1 Defining Authenticity in Civic Education 2 Defining Essential Learnings in Civic Education 3 Designing an Assessment Task and Scoring Rubric and 4 Using Student Work to Revise an Assessment and Instruction Section 2 Exploring Assessment Tasks includes the chapters 1 Public Issues Discussion as an Authentic Assessment 2 Assessing Socratic Seminars and Structured Academic Controversy 3 Performance Assessment Mock Trials Moot Courts Simulated Legislative Hearings and Town Meetings 4 Assessing Student

Writing 5 Assessing Student Created Products or Projects and 6 Portfolios Section 3 Looking Ahead contains the chapter Issues and Challenges Teacher profiles are appended EH

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