

Name: _____

Class: _____

Argumentative Essay Rubric

Teacher Score:

14**Step 2:** Grade each section separately. Read the section description and check the score you feel best represents this writing assignment.

	4	3	2	1
Claim: Thesis/Argument/ Opinion	Clear	Mostly clear	Unclear, inconsistent	Confusing, unclear
Overall Response: Is my response long enough?	Strong, complete, well-developed, organized	Adequate, complete, less developed, organized	Weaker but complete, with an undeveloped response	Poor, incomplete
Overall Focus: Do I stay on topic? Was was simply having a good summary	Strong, consistent, on topic	Mostly maintained, mostly stays on topic	Drifts off topic	Lacking focus, off topic from the start
Organization: Topic Sentence - Evidence - Analysis - Concluding Sentence that refers back to Thesis	Effective	Decent	Inconsistent	None apparent
Evidence/Support: Facts, Logical Appeals, Emotional Appeals	Thorough, specific, relevant, includes convincing references to story	Adequate, less specific	Imprecise, relies heavily on summary or repetitive	Minimal, vague, irrelevant, fails to support the claim, confusing, lacks specificity
Analysis: Do you thoroughly explain how the evidence you provide supports your claim?	Strong, effective, explains clearly	Present, adequate but less clear or specific	Weak, unclear, does not apply to evidence provided	Minimal, inconsistent
Counterargument: Did I include a counterargument and structure the evidence within it in an effective way?	Clear, strong, effective	Adequate, present, but less clear	Confusing, incomplete	Not included
Style: Grammar & Sentence Structure - Simple, Compound, Complex, Compound-Complex	Variety, unified	Simple, unvaried, repetitive with minor flaws	Major flaws that maintain meaning	Major flaws, losing meaning and causing confusion

Step 3: ScoreAdd up
scores, then
divide by 7**14****Step 4:** Highlight the following parts of your essay using a different colored highlighter for each:

*Thesis/Claim/Topic

*Evidence/Support

*Evidence/Examples/Details

*Analysis/Explanation/Conclusion

Step 5: In a minimum of four sentences, justify why you gave yourself the scores that you did. Explain which parts of the essay you feel you did well. Explain which parts of the essay you struggled with. Lastly, provide an explanation for the overall score that you feel you earned. (Be specific in your reflection of your writing. Avoid using simple sentences like, "I")

Common Core Rubric Argumentative Essay

Raffaela Di Napoli



Common Core Rubric Argumentative Essay:

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 Best Practices in Social Studies Assessment Mark Percy, 2017-03-01 The importance of social studies assessment is beyond question The National Council of the Social Studies C3 Framework recognizes the importance of high quality assessments its major objective a deep understanding of the sociocultural world has as its underpinning the idea that students must be able to investigate the world and that teachers much be able to assess their understanding of it However there is a comparative dearth of research that focuses on effective social studies assessment particularly with regard to the impact of teacher practice on the development of best practices Such research is vital to moving social studies away from an emphasis on testing and more towards using assessment as a means of educating our students In *Best Practices of Social Studies Assessment* we focus on an essential question what is an effective assessment Helping teachers develop practical creative curriculum appropriate strategies is essential especially in an era in which teachers are faced with the dilemma of creating inquiry based assessments in the midst of preexisting regimes of standardized summative assessments In this volume research conducted between university professors and working teachers is described focusing on innovative assessment practices These practices include role playing activities depicting historical events Socratic seminars revolving around public policy issues collaborative student projects on a wide range of social inquiries including the implementation of UN programs and the promotion of critical thinking and writing skills on subjects as diverse as school violence and the impact of imperialism These adaptive assessments highlight the essential role of the teacher in creating assessments that blend higher order critical thinking complex content knowledge and an understanding of their own students The strategies described in this volume focus on the ability of expert educators to acknowledge the structures power and consequences of high stakes testing regimes while simultaneously designing and sustaining classroom assessment methods that embody the social participatory nature of learning and reflect research on effective practice p 289 The volume also describes the shared characteristics of the teachers who created these assessments especially their emphasis on self reflection and student autonomy as well as their professional willingness to take on challenges associated with performance based assessments even in the face of institutional pressures and external demands Handbook of Formative Assessment in the Disciplines Heidi L. Andrade, Randy E. Bennett, Gregory J. Cizek, 2019-05-14 The Handbook of Formative Assessment in the Disciplines meaningfully addresses current developments in the field offering

a unique and timely focus on domain dependency Building from an updated definition of formative assessment the book covers the integration of measurement principles into practice the operationalization of formative assessment within specific domains beyond generic strategies evolving research directions including student involvement and self regulation and new approaches to the challenges of incorporating formative assessment training into pre service and in service educator training As supporters of large scale testing programs increasingly consider the potential of formative assessments to improve teaching and learning this handbook advances the subject through novel frameworks intersections of theory research and practice and attention to discernible disciplines Written for instructors graduate students researchers and policymakers each chapter provides expert perspectives on the procedures and evaluations that enable teachers to adapt teaching and learning in process toward student achievement *Strategies for Struggling Learners in the Era of CCSS & RTI* Jim

Wright,2014-07-15 A must have resource to help equip teachers to meet the challenge of preparing students with diverse needs to achieve ambitious new standards in an era of greater accountability This comprehensive problem solving manual by Jim Wright provides teachers with research based strategies for strengthening instruction delivering academic interventions and addressing behavior management issues for both general and special education students The book is designed to help teachers quickly and efficiently locate research supported classroom based solutions for overcoming a variety of impediments to student success Chapters are organized around specific teacher challenges with the content of each supporting ideas and strategies contained throughout the book They include Core Instruction Creating Academic Interventions That Promote Student Success in the Common Core Managing Behaviors to Promote Student Learning Collecting Data to Track Interventions Increasing Student Responsibility Through Self Management Techniques to Help Teachers Succeed as Change Agents Although making changes to one s professional practice is hard work any teacher who carefully reviews and implements best practices in core instruction academic intervention behavior management and classroom assessment such as those presented in this book can expect to see substantial gains in student performance **Let's Review Regents:**

English 2020 Carol Chaitkin,2020-06-05 Always study with the most up to date prep Look for Let s Review Regents English ISBN 9781506264813 on sale January 05 2021 Publisher s Note Products purchased from third party sellers are not guaranteed by the publisher for quality authenticity or access to any online entitles included with the product Best Practices in Writing Instruction Steve Graham,Charles A. MacArthur,Michael A. Hebert,2018-11-29 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

Laws and Orders: Guide and writer's handbook ,2003

Meeting Common Core Standards for Argumentative Writing Malissa Ann Stotts, 2014 High school students are lacking writing skills to be successful in post secondary education and in the work force At work writing

is a gateway for employment and promotion especially in salary positions Those seeking employment in businesses as well as government and state jobs must be able to create clearly written documents such as emails messages memoranda and technical reports Writing also influences the participation in civic life and the community at large In order to meet these post secondary expectations for writing new Common Core State Standards are being implemented in 45 states including California Common Core State Standards CCSS require high school students to write using evidence from primary and secondary source texts across academic areas rather than from prior experience Potentially students with learning disabilities especially those in their later years of high school will be impacted because they will not have had the writing exposure While the CCSS are already being implemented no established curriculum has yet to be published for teachers to use Therefore the purpose of this project was to develop and pilot test a curriculum unit tailored specifically to meet the needs of students with learning disabilities and to promote their success in argumentative writing With this curriculum teachers can teach multiple lessons over a period of time to their students regarding effective argumentative writing Students can develop and learn to use valid reasoning to support their claim as well as to provide relevant and sufficient evidence The curriculum unit begins with an introduction and instructions on how to write a measurable IEP goal aligned with the relevant CCSS and guidelines for the implementation of explicit direct instruction UDL scaffolding and other evidence based organizational strategies to teach students with learning disabilities Next nine unit lessons plans offer strategies and materials to walk students through the step by step process of writing an argumentative essay Manipulatives such as a foldable or graphic organizer and collaboration with peers are suggested to foster and strengthen writing skills The curriculum unit was implemented twice with nineteen high school freshmen with learning disabilities using two separate writing prompts over a four month period Throughout the implementation of the lessons growth was measured using a four point rubric and the majority of students demonstrated progress toward meeting the CCSS standards for argumentative writing

Journal of the Philosophy of Sport ,1976 *Common Core Writing Prompts and Strategies Facing History and Ourselves*,2015-05-26 Common Core Writing Prompts and Strategies A Supplement to Civil Rights Historical Investigations is a resource that further aligns our Civil Rights Historical Investigations units with the Common Core State Standards through an argumentative writing assessment The three Civil Rights Historical Investigation units require students to do history to gather evidence from primary documents use that evidence to make claims about the past and then apply what they learn to their own lives today This supplement includes specific writing prompts and teaching strategies that ask students to use this evidence to craft a formal argumentative essay about the civil rights movement In addition the resource features effective writing strategies for the social studies classroom

Journal of Education for Social Work ,2006 **Argumentation and Advocacy** ,2005 **Illinois Reading Council Journal** ,2017 Journal of Engineering Education ,2007

Student-involved Classroom Assessment Richard J. Stiggins,2001 For courses in Classroom Assessment Test and

Measurement and training of teachers This core text for courses in classroom assessment is the leading text for courses where the focus is squarely on teaching teachers and preservice teachers how to assess students in their day to day classrooms It takes a stronger focus than any other book on integrating assessment and instruction And it provides very clear guidance on how to construct all types of items and tests but also explains better than any other text what each type of item can and cannot assess **Common Core Writing Prompts and Strategies** Facing History and Ourselves,2015-05-28 This resource further aligns our Choices in Little Rock unit with the Common Core State Standards through an argumentative writing assignment Choices in Little Rock is a teaching unit that focuses on efforts to desegregate Central High School in Little Rock Arkansas in 1957 and explores civic choices the decisions people make as citizens in a democracy This supplement includes specific writing prompts and teaching strategies that ask students to use evidence as they craft a formal argumentative essay In addition the resource features effective writing strategies for the social studies classroom

Statement ,2012 **Because Writing Matters** National Writing Project,Carl Nagin,2003-02-18 Because Writing Matters examines the myths and realities surrounding the teaching of writing in schools This important book reveals how kids learn to write what schools need to do to teach writing effectively and shows that effective writing teachers address more than content and skills Sponsored by the National Writing Project a nationally recognized organization for teachers Because Writing Matters offers step by step recommendations for developing effective writing programs in all grades Each of the book s action steps is prioritized from the easily achieved to the larger and longer term The Mathematical Gazette ,1987

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web analysis the narrator of the story a little boy rushes to school one morning he is especially anxious on this day as he expects his stern teacher m hamel to question him and the rest of the pupils on participles the narrator knows nothing about participles as he has not learned the lesson

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