

# 8<sup>TH</sup> GRADE ARGUMENTATIVE 6 TRAIT WRITING RUBRIC

Name \_\_\_\_\_

Date \_\_\_\_\_

Argumentative Writing Standard 8.1: Write arguments to support claims with clear reasons and relevant evidence.					
CCSS	4 - Exemplary	3 - Meeting	2 - Approaching	1 - Insufficient	Score
<b>Research</b> <small>W.8.8: Assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</small>	The writer - <ul style="list-style-type: none"> <li>• makes effective use of available resources</li> <li>• three or more pieces of text evidence integrated in a variety of ways (paraphrased/quoted) with correct citation information</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• makes adequate use of available resources</li> <li>• two or more pieces of evidence with correct citation information</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• makes limited use of available resources</li> <li>• one or two pieces of text evidence with incorrect citation information</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• makes inadequate use of available resources</li> <li>• no text evidence or citation information</li> </ul>	
<b>Organization/ Idea Development</b> <small>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</small>	The writer - <ul style="list-style-type: none"> <li>• has at least three sentences that effectively address all aspects of the prompt and offer a compellingly thesis that clearly states the writer's claim</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has at least three sentences that address the prompt and offer a thesis that states the writer's claim</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has fewer than three sentences that partially address the prompt and offer an unclear thesis that states the writer's claim</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has fewer than three sentences that minimally address the prompt and/or doesn't offer a thesis that states the writer's claim</li> </ul>	
<small>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible, sources and demonstrating an understanding of the topic or text.</small>	<ul style="list-style-type: none"> <li>• includes three or more convincing reasons and text evidence</li> <li>• includes two counterclaims and responses with strong evidence</li> </ul>	<ul style="list-style-type: none"> <li>• includes at least two convincing reasons and text evidence</li> <li>• includes at least one counterclaim and response with strong evidence</li> </ul>	<ul style="list-style-type: none"> <li>• includes reason(s) or evidence that is not convincing or relevant</li> <li>• includes one counterclaim, but there is no response or the response is unrelated</li> </ul>	<ul style="list-style-type: none"> <li>• needs supporting reasons and evidence</li> <li>• needs a counterclaim and response</li> </ul>	
<small>W.8.1c: Provide a concluding section with at least three sentences that restate the thesis and offers a clear recommendation.</small>	<ul style="list-style-type: none"> <li>• has a well thought-out concluding section with at least three sentences that restate the thesis and offers a clear recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• has a concluding section with at least three sentences that is related to and supports the thesis</li> </ul>	<ul style="list-style-type: none"> <li>• has a concluding section with at least two sentences, but it is not meaningful or doesn't restate the thesis well</li> </ul>	<ul style="list-style-type: none"> <li>• needs a concluding section or concluding section is off topic</li> </ul>	
<b>Sentence Fluency</b> <small>W.8.1c: Use transition words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</small>	The writer - <ul style="list-style-type: none"> <li>• has a variety of transition words or phrases effectively introduce reasons and evidence within and between paragraphs</li> <li>• has sentences that are skillfully constructed with appropriate variety in length and structure</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has three or more transition words or phrases introduce reasons and evidence within and between paragraphs</li> <li>• has sentences that are generally complete with sufficient variety in length and structure</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has one or two transition words or phrases introduce reasons and evidence within and between paragraphs</li> <li>• has some sentence formation errors and/or a lack of sentence variety</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• needs transition words or phrases</li> <li>• has frequent and severe sentence formation errors and/or a lack of sentence variety</li> </ul>	
<b>Word Choice</b> <small>L.8.1c: Acquire and use accurately a range of appropriate, general academic and domain-specific words and phrases.</small>	<ul style="list-style-type: none"> <li>• has at least ten examples of appropriate academic vocabulary and includes unique adjectives, precise nouns, and strong verbs</li> </ul>	<ul style="list-style-type: none"> <li>• has at least seven examples of appropriate academic vocabulary and includes unique adjectives, precise nouns, and strong verbs</li> </ul>	<ul style="list-style-type: none"> <li>• has at least five examples of appropriate academic vocabulary and/or rarely uses descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>• fails to use academic vocabulary or descriptive language</li> </ul>	
<b>Conventions</b> <small>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</small> <small>L.8.2: Analyze the main ideas and supporting details presented in diverse media and formats, including digital text.</small>	The writer - <ul style="list-style-type: none"> <li>• has few if any errors in capitalization, usage, punctuation, spelling or grammar</li> <li>• errors do not interfere with readability</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has some errors in capitalization, usage, punctuation, spelling or grammar</li> <li>• errors do not interfere with readability</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has many errors in capitalization, usage, punctuation, spelling or grammar</li> <li>• errors interfere somewhat with readability</li> </ul>	The writer - <ul style="list-style-type: none"> <li>• has significant errors in capitalization, usage, punctuation, spelling or grammar</li> <li>• errors interfere significantly with readability</li> </ul>	
<b>Overall Score</b>					

Argumentative Essay research and citation collection page NAME \_\_\_\_\_

Use the following boxes to write down important details found in your research.

source #1

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Highlight the sentence you will quote in your paper. If you chose two, highlight two sentences. This will help you with your parenthetical citations. Write the URL here so you will have it to create your works cited page. Easybib.com is a great help for that.

Write the author's last name. If there is a page number, add it after the name. Put parentheses around them. Example (Deal 43) If there is no last name, write the title of the work and put it in parentheses. If there is no title, write the name of the website and put it in parentheses.

Source #2

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Highlight the sentence you will quote in your paper. If you chose two, highlight two sentences. This will help you with your parenthetical citations. Write the URL here so you will have it to create your works cited page. Easybib.com is a great help for that.

Write the author's last name. If there is a page number, add it after the name. Put parentheses around them. Example (Deal 43) If there is no last name, write the title of the work and put it in parentheses. If there is no title, write the name of the website and put it in parentheses.

source #3

Highlight the sentence you will quote in your paper. If you chose two, highlight two sentences. This will help you with your parenthetical citations. Write the URL here so you will have it to create your works cited page. Easybib.com is a great help for that.

Write the author's last name. If there is a page number, add it after the name. Put parentheses around them. Example (Deal 43) If there is no last name, write the title of the work and put it in parentheses. If there is no title, write the name of the website and put it in parentheses.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## Argumentative Writing: Write a Thesis

**Directions:** Following the steps of argumentative writing, complete this worksheet to establish a thesis statement for your argumentative essay.

*Step 1: Investigate a topic. Collect and evaluate evidence*

Topic: \_\_\_\_\_

Evidence:

<i>Position 1 (Pro)</i>
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

<i>Position 2 (Con)</i>
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

*Step 2: Establish a position/claim*

Claim: \_\_\_\_\_

*Step 3: Write your thesis*

What is your claim? \_\_\_\_\_

What are your arguments?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

What is the opposing argument? \_\_\_\_\_

Write a single sentence that captures your claim, your main arguments, and the opposing argument. (These arguments should be the topics of your body paragraphs.)

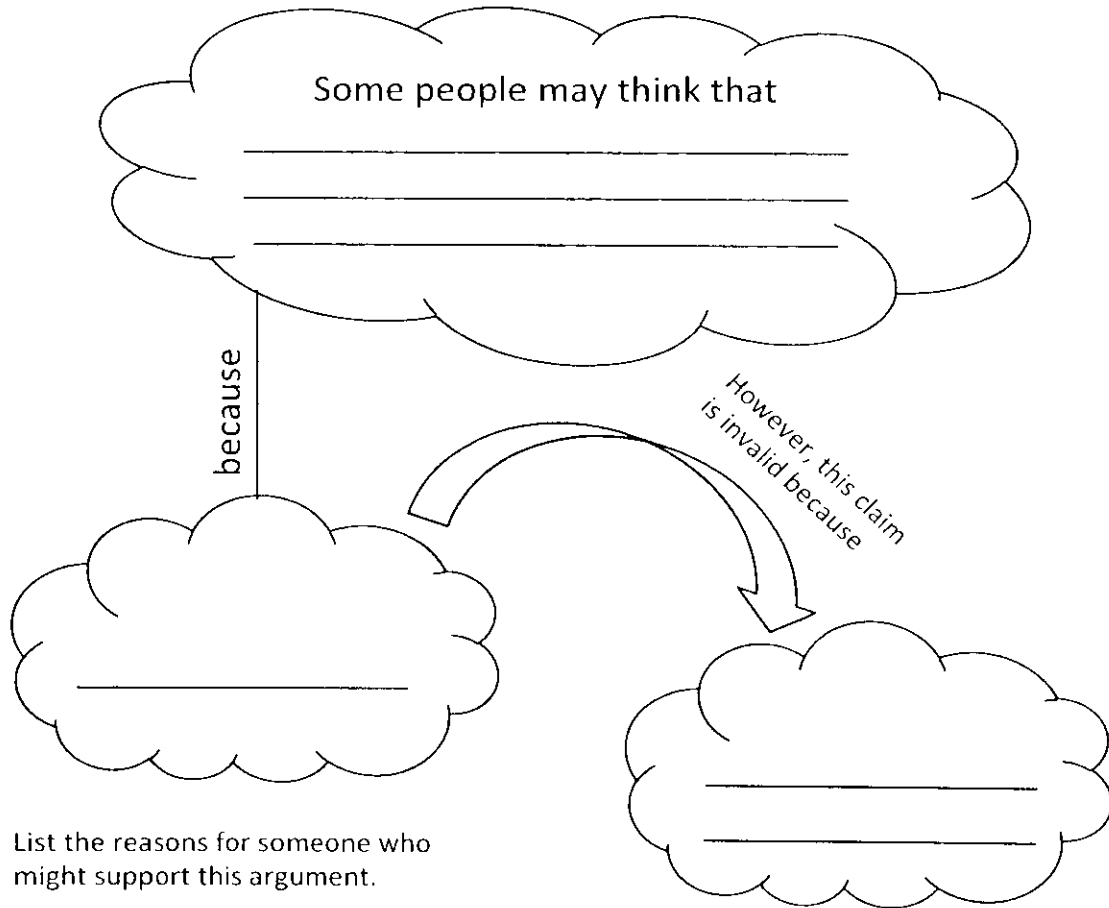
Thesis: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## Argumentative Writing: Develop a Meaningful Counterclaim

**Directions:** Finding and writing about the opposing viewpoints might be a difficult task when it comes to argumentative writing. However, in order to make your argument as strong as it can be, you need to address other viewpoints and then explain why those viewpoints are incorrect.



List the reasons for someone who might support this argument.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Think of a reason that supports your claim AND proves that other people are wrong.

\_\_\_\_\_

\_\_\_\_\_

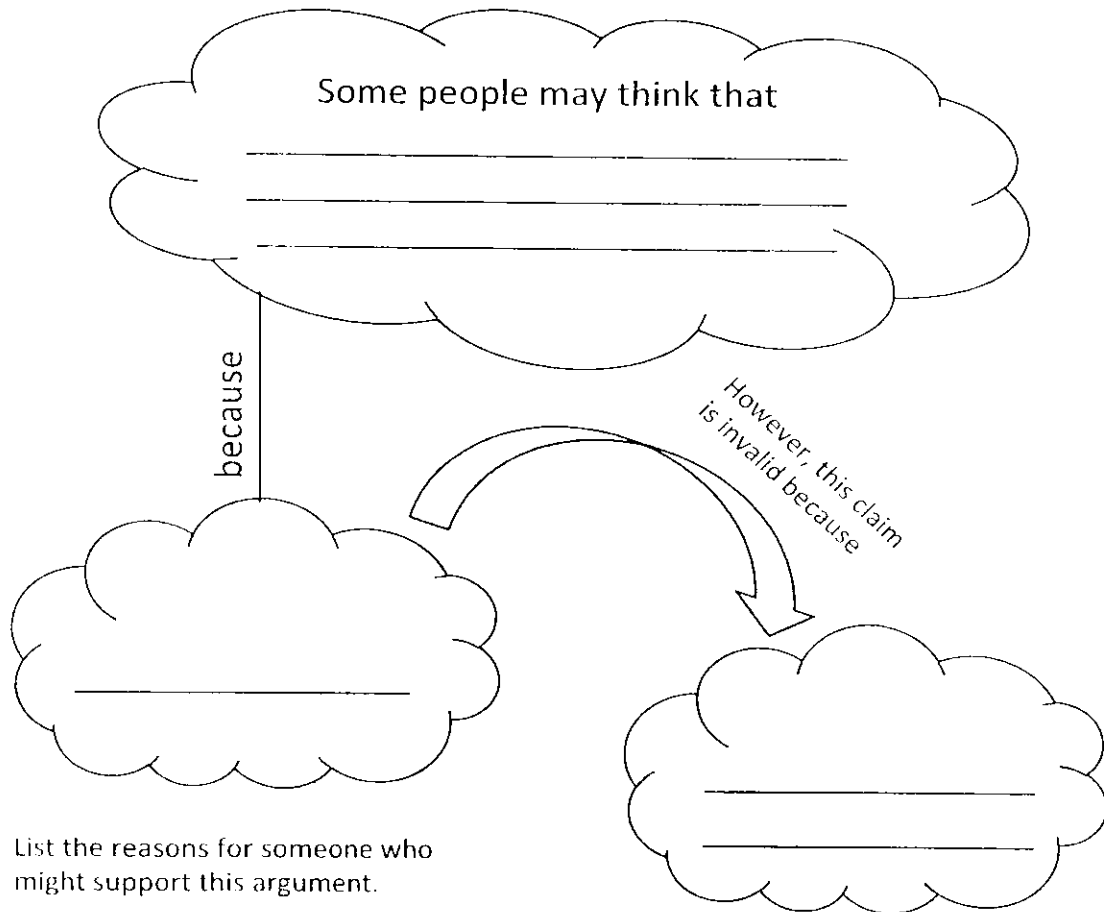
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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Think of a reason that supports your claim AND proves that other people are wrong.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adv Outline

**Introduction Paragraph**

Hook

Transition sentence (connect your hook to your thesis)

Thesis statement (claim)

**Body paragraph (#1)**

Topic sentence

Reason/fact/detail

Explain

Reason/fact/detail

Explain

Conclusion

**Body paragraph #2**

Topic sentence

Reason/fact/detail

Explain

**Counterclaim**

Response

Conclusion

**Body paragraph #3**

Topic sentence

Reason/fact/detail

Explain

**Counterclaim**

Response

Conclusion

**Conclusion paragraph**

Summary sentence (restate your thesis in different words)

Call your reader to action

Give your reader a recommendation

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## Understanding Rhetoric: The Rhetorical Triangle

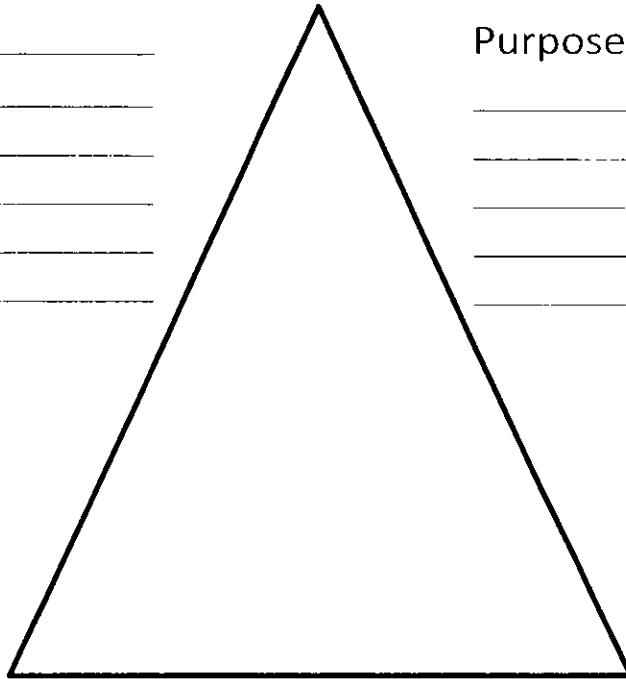
**Directions:** Read an informational text passage, then identify all of the elements of the rhetorical triangle for the selection.

Title: \_\_\_\_\_

Speaker: \_\_\_\_\_

Context: \_\_\_\_\_

Purpose: \_\_\_\_\_



Subject: \_\_\_\_\_

Audience: \_\_\_\_\_

Summary: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Argumentative Essay Checklist (adv)NAME \_\_\_\_\_

Self Check	Peer Check	Title:
		I have effectively used available resources.
		I have three or more pieces of text evidence that are cited correctly. Highlight them in blue.
		I have an opening paragraph that is at least three sentences long with a hook, summary, and a thesis statement. Highlight the thesis in yellow.
		I have three body paragraphs that support my thesis.
		I have included two counterclaims with supporting responses.
		I have a concluding section that is at least three sentences long, restates the thesis, and offers a clear recommendation.
		I used a variety of transitional words and phrases in and between my paragraphs. Highlight these words in green.
		I have sentences that vary in length and structure. Underline two compound sentences Star two complex sentences Box one compound-complex sentence
		I have at least 7 examples of appropriate academic vocabulary, unique adjectives, strong verbs, and precise nouns. Highlight these words in pink.
		I have few if any errors in spelling, punctuation, usage, capitalization, or grammar.

(self) In this piece I am most proud of:

(Peer) In this piece two areas that were done well are:

(Self) In this piece I need to improve:

(Peer) In this piece two areas to improve are:

# TRANSITIONAL WORDS & PHRASES

## ARGUMENT WRITING

### To clarify:

after all, as can be expected, clearly, generally, markedly, namely, naturally, obviously, of course, specifically, surely, usually

### To show relationship:

as for, by the same token, comparatively, correspondingly, coupled with, equally, identically, in comparison, in the same way, moreover, likewise, similarly, still, together with, with regard to, with reference to

### Counterpoints:

alternatively, another possibility, aside from, barring, beside, but, conversely, except, excluding, exclusive of, even though, hence, however, in contrast, instead, nevertheless, other than, on one hand, on the other hand, on the contrary, rather, save, still, yet

### To link:

also, and, as an example, as an illustration, as far as, furthermore, for example, for instance, in addition, in contrast, in the same way, moreover, next, not only...but, also, now, similarly, so to, thus, turning to

CCSS WRITING 1: WRITE ARGUMENTS TO SUPPORT CLAIMS WITH CLEAR REASONS AND RELEVANT EVIDENCE.