

Name: \_\_\_\_\_

\_\_\_\_\_ DRAFT of \_\_\_\_\_ !

### Grade 8 Argument Essay Writing Rubric

	Exceeding Standards	Meeting Standards	Approaching Standards	Below Standards
<p><b>Meaning</b> <i>W.8.1a</i> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>-I introduced my <b>claim</b> very clearly and made sure to explain the importance around my argument (by expanding on the topic or including details about the prompt in several sentences).</p> <p>-I also mentioned a different side with evidence against my position called a <b>counterclaim</b> through many parts of the essay.</p>	<p>-I stated a clear <b>claim</b> to readers and expanded on this idea with another sentence.</p> <p>-I also mentioned a different side with evidence against my position called a <b>counterclaim</b> either in the introduction or in another spot in the essay.</p>	<p>-I introduced my <b>claim</b> with little explanation.</p> <p>-I mentioned a <b>counterclaim</b> briefly or in a confusing way.</p>	<p>-I stated my <b>claim</b>.</p> <p>-I did not mention a <b>counterclaim</b>.</p>
I give myself this rating because....				
<p><b>Organization</b> <i>W.8.1a</i> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>-I grouped my <b>reasons</b> and related <b>evidence</b> into paragraphs that are organized in a logical, compelling order.</p> <p>-I also made sure to organize my evidence that supports my <b>counterclaim</b>.</p>	<p>-I grouped my <b>reasons</b> and related <b>evidence</b> into paragraphs that are purposeful to explain my point.</p> <p>-I separated the parts of the text that <b>support the claim</b> and parts that <b>refute</b> (argue against) a <b>counterclaim</b>.</p>	<p>-I grouped my <b>reasons</b> and evidence clearly, but the reasons might not be ordered or organized in a purposeful way to get my point across.</p>	<p>-I grouped some <b>reasons</b> in a clear way but most are not organized and might not help to get my point across.</p>
I gave myself this rating because...				
<p><b>Craft</b> <i>W.8.1 c &amp; d</i> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style.</p>	<p>-I used <b>transitions</b> to make clear how evidence is linked to claims and reasons, and show I am sticking with one line of thinking by saying, <i>for instance, in addition, also, and therefore</i>. I used phrases like <i>nevertheless</i> and <i>on the other hand</i> to let people know I am moving to or refuting another line of thinking.</p> <p>-I used precise words, or analogies or comparisons, similes, etc.</p> <p>-I kept a <b>formal tone</b> throughout the whole piece.</p>	<p>-I used <b>transitions</b> to make clear how evidence is linked to claims and reasons, and show I am sticking with one line of thinking by saying, <i>for instance, in addition, also, and therefore</i>. I used phrases like <i>nevertheless</i> and <i>on the other hand</i> to let people know I am moving to another line of thinking.</p> <p>-I kept a <b>serious tone</b> in my piece.</p>	<p>-I tried to use <b>transitional</b> phrases to show how different parts of my piece fit together to support my argument.</p> <p>-Sometimes I sounded <b>serious</b> in my piece.</p>	<p>-I attempted to use <b>transitional</b> phrases but sometimes made it confusing instead, or did not use any transitional phrases at all.</p> <p>-I wrote using an <b>“everyday tone”</b>, like I was talking to a friend.</p>
I gave myself this rating because...				

<p><b>Details/ Elaboration</b> <i>W.8.1 b &amp; e</i> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>-I used more than two pieces of powerful, cited <b>text evidence</b> in each paragraph.</p> <p>-I clearly explained what this evidence shows in several sentences.</p> <p>-I wrote a <b>conclusion</b> that restates the main points of the essay and offered a lasting thought or new idea. I acknowledged the complexity of the idea.</p>	<p>-I used at least one or two pieces of powerful, cited <b>text evidence</b> in each paragraph.</p> <p>-I clearly explained what this evidence shows in at least one sentence.</p> <p>-I wrote a <b>conclusion</b> that restates the main points of the essay (in different words) and offered a lasting thought or new idea. I made sure that my evidence for my claim was stronger than for my counterclaim.</p>	<p>-I used at least one piece of powerful, cited <b>text evidence</b> in one or more paragraphs.</p> <p>-I sometimes explained what the evidence showed.</p> <p>-I mentioned my claim, the main reasons and supports again at the <b>end</b>.</p>	<p>-I did not cite <b>text evidence</b> in each paragraph.</p> <p>-I did not explain what the evidence showed.</p> <p>-I mentioned my claim again at the <b>end</b>.</p>
--	--	---	---	--

I gave myself this rating because.....

<p><b>Process/Revision</b></p>	<p>-I spent <b>quality time and effort</b> during the rehearsal, generating, planning and revising stages to complete this published / finished piece.</p> <p>-I have <b>written several versions</b> of ideas, drafts, and revisions to heighten the piece.</p>	<p>-I spent <b>quality time and effort</b> during the rehearsal, generating, planning and revising stages to complete this published / finished piece.</p> <p>-I have <b>written ideas, drafts, and revisions</b> to heighten the piece.</p>	<p>I spent <b>some time and effort</b> during the rehearsal, generating, planning and revising stages to complete this published / finished piece.</p>	<p><b>-I didn't spend time</b> during the rehearsal, generating, planning and revising stages to complete this published / finished piece.</p>
--------------------------------	--	--	--	--

I gave myself this rating because.....

My goal for this unit: \_\_\_\_\_

I met/did not meet by goal because : \_\_\_\_\_

For Ms. Dramé only!



## Craft

4					
3					
2					
1					
Draft:	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Final	Ms. D

Describe your results. \_\_\_\_\_

How did you achieve those results? \_\_\_\_\_

Did your final rating match up with Ms. Dramé's rating? Why or why not? \_\_\_\_\_

\_\_\_\_\_

## Details/Elaboration

4					
3					
2					
1					
Draft:	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Final	Ms. D

Describe your results. \_\_\_\_\_

How did you achieve those results? \_\_\_\_\_

Did your final rating match up with Ms. Dramé's rating? Why or why not? \_\_\_\_\_

\_\_\_\_\_



