

## Argumentative Essay Rubric

An argument is a reasoned, logical way of demonstrating the writer's claim, position, or belief supported by relevant evidence and examples.

Arguments are used for many purposes. A writer may want to:

- Change a reader's point of view or beliefs
- Inspire a call to action
- Convince reader of a particular viewpoint or belief

| TRAITS                   | 4<br>Advanced  | 3<br>Proficient   | 2<br>Partially Proficient   | 1<br>Below Proficient  |
|--------------------------|--|---|---|--|
| <b>Ideas and Content</b> | <ul style="list-style-type: none"> <li>• Clear claim or argument</li> <li>• Claim is strongly supported with relevant and specific examples &amp; evidence</li> <li>• Concession and rebuttal are strongly supported with specific and relevant evidence and examples</li> </ul> | <ul style="list-style-type: none"> <li>• Clear claim or argument</li> <li>• Claim is adequately supported with relevant and specific examples &amp; evidence</li> <li>• Concession and rebuttal are adequately supported with relevant evidence and examples</li> </ul> | <ul style="list-style-type: none"> <li>• Claim is vague</li> <li>• Claim is not adequately supported with relevant and specific examples and evidence</li> <li>• Concession and rebuttal are included but not adequately supported</li> </ul> | <ul style="list-style-type: none"> <li>• Claim is missing or unclear</li> <li>• Support is weak or non-existent</li> <li>• Concession and/or rebuttal is missing</li> </ul>                |
| <b>Organization</b>      | Well organized with clear <ul style="list-style-type: none"> <li>• Introduction</li> <li>• support</li> <li>• concession &amp; rebuttal</li> <li>• conclusion AND</li> <li>• smooth transitions</li> </ul>   | Organized with clear <ul style="list-style-type: none"> <li>• Introduction</li> <li>• support</li> <li>• concession &amp; rebuttal</li> <li>• conclusion</li> <li>• attempt at transitions</li> </ul>   | Disorganized structure <ul style="list-style-type: none"> <li>• Introduction</li> <li>• support</li> <li>• concession &amp; rebuttal</li> <li>• conclusion</li> <li>• missing transitions</li> </ul>  | Missing or confusing <ul style="list-style-type: none"> <li>• Introduction</li> <li>• support</li> <li>• concession &amp; rebuttal</li> <li>• conclusion</li> <li>• transitions</li> </ul> |
| <b>Conventions</b>       | <ul style="list-style-type: none"> <li>• No significant errors in spelling, grammar, or punctuation</li> </ul>   | <ul style="list-style-type: none"> <li>• Few errors in spelling, grammar, or punctuation</li> </ul>   | <ul style="list-style-type: none"> <li>• Multiple errors in spelling, grammar, or punctuation</li> </ul>  | <ul style="list-style-type: none"> <li>• Multiple errors with spelling, grammar, or punctuation</li> <li>• Difficult to read or understand</li> </ul>                                      |

# 8th Grade Persuasive Rubric With Counter Argument

**Richard J. Marchesani**



## **8th Grade Persuasive Rubric With Counter Argument:**

**Persuasive Writing, Grades 6-8 (Meeting Writing Standards Series)** Rebecca Rozmiarek, 2000-08 Activities in this book have been divided into three categories letters editorials and reviews Incorporated throughout the book are standards for assessment *Test Prep for CCSS Performance Tasks, Grade 8* Schyrlet Cameron, Carolyn Craig, 2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy The series will help familiarize students with tasks and language they may encounter in Common Core assessments Each book include instruction resources rubrics instructional overview instructional strategies and resources for each performance task Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character **Differentiation Strategies for Language Arts** Wendy Conklin, 2009-08 Written specifically for K12 language arts teachers this resource provides the nuts and bolts of differentiation Presented in an easy to implement format this handy notebook is designed to facilitate the understanding and process of writing differentiated lessons to accommodate all readiness levels learning styles and interests The lessons are based on various differentiation strategies including tiered assignments tiered graphic organizers leveled questions multiple intelligences leveled learning centers problem based learning independent investigations and reading buddies Additionally the lessons are vertically aligned and provided at four different levels K12 35 68 and 912 304pp plus Teacher Resource CD **Language Power: Grades 6-8 Level C Teacher's Guide** Emily Wojdyla-Corbin, 2012-10-30 Designing Instruction Judith K. March, Karen H. Peters, 2008 A fresh new approach that strengthens the need for teaching with creative thinking strategies for administrative leadership teams Few textbooks have such detailed examples combined with the background study of best practices The authors have great credibility experience resources and abundant research to support their proposal A very well written text offering ample review of the research Sara E Spruce Professor of Education Olivet Nazarene University Use this research based instructional model to meet students achievement goals As the achievement gap between advantaged and disadvantaged students gets wider teachers and administrators need a proven process to help all students meet the requirements of NCLB This practitioner friendly guidebook provides a step by step approach to a complete standards based curriculum and the integration of best practices into the delivery and assessment of instruction in every classroom The authors present three capacity building features of the design process 1 training for building leadership teams to help teachers plan and lead the reform process 2 stewardship training to assist district administrators and principals in supporting and sustaining the implemented reforms and 3 a collaborative observation process to help teachers work together and in partnership with principals to monitor and improve

classroom instruction Offering an education model that has been field tested with more than 50 school districts in the U S and Canada this book shows school leaders how to maximize collaborative observation and other team leadership processes to integrate reforms into a school s existing culture Educators will learn ways to Integrate instructional design with successful instructional reform Strengthen the learning culture through standards Develop effective performance indicators Apply curriculum mapping to instructional design Designing Instruction supports teachers and administrators working together to raise student achievement by using proven instructional design and best practices

**Teaching English Language Learners Through Technology** , *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

**Critical Thinking and Formative Assessments** Todd Stanley,Betsy Moore,2013-09-05 Develop your students critical thinking skills and prepare them to perform competitively in the classroom on state tests and beyond In this book Moore and Stanley show you how to effectively instruct your students to think on higher levels and how to assess their progress As states implement the Common Core State Standards teachers have been called upon to provide higher levels of rigor in their classrooms Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal They explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom Topics include The Difference Between Higher Level and Lower Level Thinking Writing Higher Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher Level Thinking Skills

Resources in Education ,1996

**Why Are School Buses Always Yellow?** John F. Barell,2016-03-03 Turn natural curiosity into deep lasting learnings Help students transform their playful wonderings into deeper questions about content and develop the higher level thinking skills they need for success in school and in life In this invaluable resource you ll find simple yet systematic ways to develop authentic student inquiry that fosters deep learning This new edition features Updates based on the latest research around inquiry based teaching Examples for K 8 across subject areas New emphasis on critical thinking about technologies New and updated activities checklists templates and implementation tools Alignment with Common Core and Next Generation Science Standards

The Wiley Handbook of Adult Literacy Dolores Perin,2019-10-15 Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who have low literacy skills It looks at the cognitive affective and motivational factors underlying adult literacy adult literacy in different countries and the educational approaches being taken to help improve adults literacy skills It includes not only adults enrolled in adult literacy programs

but postsecondary students with low literacy skills some of whom have reading disabilities The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read gender differences in the reading motivation of adults with low literacy skills literacy skills academic self efficacy and participation in prison education and more Chapters on adult literacy social change and sociocultural factors in South Asia and in Ghana literacy numeracy and self rated health among U S adults adult literacy programs in Southeastern Europe and Turkey and a review of family and workplace literacy programs are among the topics featured in the second section The last part examines how to teach reading and writing to adults with low skills adults transition from secondary to postsecondary education implications for policy research and practice in the adult education field educational technologies that support reading comprehension and more Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers teacher educators professional developers program designers and graduate students It s also beneficial to curriculum developers adult basic education and developmental education instructors and program administrators as well as clinicians and counselors who provide services to adults with reading disabilities

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