

Name: _____

Argument Essay

You all have a strong opinion about topics that are important to you. Some may have felt strongly about the Froyo vs. Ice Cream Debate, and I am sure you feel strongly about topics that interest you! Your next test grade will be an argument essay assignment. There are multiple parts that will be put together to count toward your final test grade. Here is the breakdown:

Part I. The Topic - Due December 7th (10 points)

You must think of a topic that you would like to argue (you may argue for OR against anything of your choice). Write a paragraph that is 5 to 8 sentences to explain why you chose that topic. This will be turned into Miss Goldstein as the first part of your assignment.

Part II. The Research - Due December 12th (20 points)

In order to become a credible author, your evidence must be supported by accurate facts and authentic sources from websites or books. You must have a list of at least 3 sources to support your argument. Your sources may provide you with quotes, statistics, studies, charts, interviews, etc. Use them to develop your argument and push it forward!

Part III. The Planning Guide - Due December 14th (28 points)

Complete an argument planning guide to show that you are thoughtfully constructing an argument that you intend to win. Convince your reader that you are right.

Part IV. The Essay - Due December 19th (38 points: use essay rubric)

Write a five-paragraph essay to state your argument. Be sure to include all elements of an effective argument (the claim, the reasons, the evidence and explanation, the so what, the counterclaim and rebuttal).

Part V. Visual Representation - Due December 23 (4 points)

Create a poster, a brochure, a picture, or some type of visual representation to explain your argument.

Sample Paragraph About Why You Chose Your Topic

There is an ongoing debate in the government about whether or not the United States should continue to use copper to make pennies. People have calculated and proven that it costs more to create a penny than a penny is actually worth, so why are we spending extra money to make money? It is an interesting debate that I wish to look into further. I want to find the facts that support both sides of the argument so that I can inform others about which side is the best option. Should we use copper or a different material? That is the question that I wish to answer upon further research.

Sample Visual Representation

This image shows the difference between copper and zinc pennies. As you can clearly see, both materials produce a very similar looking penny. Without being told that the penny is a different material, the average consumer would not know the difference.



Research Recording Sheet

(Minimum of 3 sources)

Source 1: _____

Notes:

Source 2: _____

Notes:

Source 3: _____

Notes:

Name: _____

My POWERFUL Argument

Claim:

Argument:

Evidence AND Explanation

SO WHAT?!

Counter-Claim

Rebuttal

Conclusion:

GRADES 6-11
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
(Revised July 29, 2014)*

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	<ul style="list-style-type: none"> addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline. 	<ul style="list-style-type: none"> addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence; demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. 	<ul style="list-style-type: none"> addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline. 	<ul style="list-style-type: none"> addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; has a style that has limited effectiveness, with limited awareness of the norms of the discipline. 	<ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion. has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.