

Argument Essay Rubric

	5	4	3	2	1
Introductory Paragraph	• Attention-demanding hook • Clear info w/ both sides • Introduced • Strong claim statement.	• Hook, background info, and claim are present. • Majority of elements are strong and minimal revision is needed.	• Hook, background info, and claim are present. • We did benefit from revision.	• Missing hook, background info, or claim. • Other elements are in need of revision.	• Missing hook, background info, and/or claim. • In need of serious revision.
Support: Reasons, Evidence, & Explanation	• Multiple reasons (at least 2) • Evidence (at least 2 pieces per reason) • Explanations show how evidence connects to reason and proves claim.	• At least two clear reasons. • At least two pieces of evidence per reason. • Explanations present.	• Reasons and evidence are mostly present but either unclear or insufficient. • Explanations attempted.	• Reasons and evidence partially attempted but unclear. • Explanations may not be present.	• Only paragraphs attempted. • Reasons, evidence, and explanations are needed.
Counterargument & Rebuttal	• Strong, specific counterargument. • Rebuttal is logical and proves counterargument invalid.	• Counterargument anticipated. • Rebuttal fully explained.	• Counterargument and rebuttal are both attempted.	• Core element may be missing or difficult to distinguish.	• Counterargument and rebuttal are needed.
Conclusion	• Strong restatement of claim. • Strong closing statement that extends the argument and leaves readers thinking.	• Restates claim statement. • Clear closing statement.	• Restated claim is attempted. • Closing statement is attempted.	• Either restated claim or closing statement may be unclear or missing.	• Restated claim and closing statement are not apparent.
Citations	• Making attempt to make in-text citations follow MLA format. • Making attempt to make Works Cited page follow MLA format.	• In-text attempt at in-text citations and Works Cited page.	• Attempted in-text citations and Works Cited page.	• In-text citations or work cited page missing.	• Sources are not referenced.
Writing Style	• Confident, professional, formal tone. • Arguments made w/ attention. • Variety of sentence structures. • Compelling word choice. • Memorable words/phrases.	• Informal tone strongly attempted. • Some sentence variety. • Mostly strong word choice.	• Informal tone sometimes attempted, sometimes neglected. • Some strong word choice. • Some sentence repetition.	• Informal tone is extremely evident. • Sentences are repetitive or choppy.	• Informal tone. • Sentences are challenging to read.
Writing Conventions	• Nearly flawless grammar, punctuation, spelling.	• Few errors in grammar, punctuation, spelling.	• A few patterns in grammar, punctuation, and spelling errors.	• Frequent grammar, punctuation, and spelling errors impede meaning.	• Writing is challenging to understand.
Presentation	• Clean, un-bent page. • If typed: double-spaced, 11 or 12 point, academic font. • If handwritten: in pen, front side of clean pages, legible.	• May be missing one formal presentation element.	• May be missing two formal presentation elements.	• May be missing three formal presentation elements.	• May be missing four or more formal presentation elements.

Name: _____

Raw Score: /35

Argument Essay Grading Rubric

**María Isabel de Vicente-Yagüe
Jara,Elena Jiménez-Pérez,Pedro García
Guirao,Olivia López Martínez**

Argument Essay Grading Rubric:

English Language Arts, Grade 6 Module 2 PCG Education, 2015-12-14 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research, and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6-12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

Handbook of Automated Essay Evaluation Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation (AEE) methods and technologies. Highlights include the latest in the evaluation of performance-based writing assessments and recent advances in the teaching of writing, language testing, cognitive psychology, and computational linguistics. This greatly expanded follow-up to *Automated Essay Scoring* reflects the numerous advances that have taken place in the field since 2003, including automated essay scoring and diagnostic feedback. Each chapter features a common structure, including an introduction and a conclusion. Ideas for diagnostic and evaluative feedback are sprinkled throughout the book. Highlights of the book's coverage include: The latest research on automated essay evaluation; Descriptions of the major scoring engines, including the E-rater, the Intelligent Essay Assessor, the Intellimetric™ Engine, c-rater™, and LightSIDE; Applications of the uses of the technology, including a large-scale system used in West Virginia; A systematic framework for evaluating research.

and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ engine c rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

Automated Essay Scoring Beata Beigman Klebanov, Nitin Madnani, 2022-05-31 This book discusses the state of the art of automated essay scoring its challenges and its potential One of the earliest applications of artificial intelligence to language data along with machine translation and speech recognition automated essay scoring has evolved to become both a revenue generating industry and a vast field of research with many subfields and connections to other NLP tasks In this book we review the developments in this field against the backdrop of Elias Page s seminal 1966 paper titled The Imminence of Grading Essays by Computer Part 1 establishes what automated essay scoring is about why it exists where the technology stands and what are some of the main issues In Part 2 the book presents guided exercises to illustrate how one would go about building and evaluating a simple automated scoring system while Part 3 offers readers a survey of the literature on different types of scoring models the aspects of essay quality studied in prior research and the implementation and evaluation of a scoring engine Part 4 offers a broader view of the field inclusive of some neighboring areas and Part ref part5 closes with summary and discussion This book grew out of a week long course on automated evaluation of language production at the North American Summer School for Logic Language and Information NASSLLI attended by advanced undergraduates and early stage graduate students from a variety of disciplines Teachers of natural language processing in particular will find that the book offers a useful foundation for a supplemental module on automated scoring Professionals and students in linguistics applied linguistics educational technology and other related disciplines will also find the material here useful

Reading and Writing Skills: Cognitive, Emotional, Creative, and Digital Approaches María Isabel de Vicente-Yagüe Jara, Elena Jiménez-Pérez, Pedro García Guirao, Olivia López Martínez, 2023-12-14

Argumentative Writing in a Second Language

Alan R. Hirvela, Diane Belcher, 2021-12-13 *Argumentative Writing in a Second Language* is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers

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 Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George E. Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9 12 this important contribution to literacy education research and classroom practice offers a new perspective a set of principled practices and case studies of excellent teaching The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences ideas and texts Six themes key to teaching argumentative writing as a thoughtful multi leveled practice for deep learning and expression are presented teaching and learning argumentative writing as social practice teachers epistemological beliefs about argumentative writing variations in instructional chains instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives contextualized analysis of argumentative writing and the teaching and learning of argumentative writing and the construction of rationalities **Developing and Validating an Analytic Rating Scale for Large-Scale EFL Writing Assessment** Shaoyan Zou, 2025-10-21 The debate between holistic and analytical scoring methods in second language assessment has long persisted This book addresses the effectiveness and validity of the holistic rating scale used in China's high stakes CET 4 College English Test Band 4 writing tests via systematic case study analysis Using a multi phase mixed methods research methodology the author creates and validates a new analytical rating scale that redefines and operationalizes critical aspects of writing assessment Through extensive empirical evidence including rater cognition studies expert reviews and Rasch based descriptor calibration the author reveals the limitations of holistic scoring systems and demonstrates the necessity and validity of analytical methods The author convincingly argues that this new scoring method translates to a more transparent fair and diagnostic model for large scale EFL writing assessment This book is an essential reference for researchers in applied linguistics language assessment and English language education It also offers valuable insights for assessment specialists test developers and language policymakers seeking more effective evaluation frameworks Teaching EFL Reading and Writing in Georgia Natela Doghonadze, 2017-03-07 Reading and writing are skills which can be easily practiced in an English as a Foreign Language EFL environment and are particularly important for academic improvement and life long learning The book includes an overview of theoretical and practical issues of methods of teaching EFL reading and writing as well as some research on related topics in Georgia It deals with such issues as theories of reading and writing reading and writing activities motivation and assessment It focuses on EFL as in Georgia there is no English language environment apart from the classroom where students can develop their communicative skills The contributors to this volume work at the International Black Sea University where tuition is mostly conducted in English and correspondingly teaching English is one

of the main research priorities
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