

Persuasive Essay Rubric

Dimension	Score 0 A response at this level:	Score 1 A response at this level:	Score 2 A response at this level:	Score 3 A response at this level:	Score 4 A response at this level:
Structure	• Shows no evidence of planning of the flow of the essay	• Shows little control organization of the flow of the essay • May lack many of the following: introduction, topic, topic sentence, thesis statement, supporting paragraphs, conclusion argument, refutation and counter claims	• Shows a weak control essay, but its structure includes: thesis statement • May lack a few of the following: introduction, topic, topic sentence, thesis statement, supporting paragraphs, conclusion argument, refutation and counter claims	• Shows a strong control essay, may lack one or two of the following: introduction, topic, topic sentence, thesis statement, supporting paragraphs, conclusion argument, refutation and counter claims	• Shows a purposeful organized and well planned essay, including: introduction, topic, topic sentence, thesis statement, supporting paragraphs, conclusion argument, refutation and counter claims
Quotation & Elaboration	• Contains no quotes nor elaborations	• Contains without elaborating the author and/or quote contributing unrelated to the topic • Elaboration not related to the quote and/or the topic	• Contains using appropriate format with a few errors • Elaboration is loosely related to the quote and the general of the quote • Elaboration is a paraphrase of the quote	• Contains using appropriate format with a few errors • Elaboration is related to the quote but lacks supporting details	• Contains using appropriate format with no errors • Elaboration is clear, related to the quote and contains additional support to the position
Position & Supports	• Position is unclear • No supporting evidence is added	• Attempts to take a position • Includes at least one support without evidence for the position • Includes one additional support of the position	• Established a position on the topic • Includes two supports with minimal evidence for the position	• Established author position on the topic • Includes two supports and some relevant evidence for the position	• Established position and generally convincing position on the topic • Includes at least two supports with strong evidence for the position
Quality of Language & Mechanics	• Contains few to no grammatical mistakes • Contains minimal errors that rarely cause any meaning • Contains words that are unclear	• Contains few to no grammatical mistakes • Contains many errors that often cause any meaning • Contains words that may be unclear, but meaning is evident • Many vocabulary errors in spelling	• Contains slightly few to no grammatical mistakes • Contains minor errors that occasionally cause any meaning • A few errors • Many vocabulary errors in spelling	• Contains grammatical mistakes • Contains few to no errors that rarely cause any meaning • A clear • Many vocabulary errors in spelling	• Contains at least strong grammatical mistakes • Contains minimal errors that cause any meaning • A clear • Many vocabulary errors in spelling
Resources	• No resources are used to support the essay • All resources are not from credible sources	• A resource is used to support the essay • Most resources are not from credible sources	• A resource are used to support the essay • Some resources are from credible sources	• A resource are used to support the essay • Some resources are from credible sources	• Four to many resources are used to support the essay • All resources are from credible sources

Middle School Grading Rubric For Argumentative Essays

Tim Clifford

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

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Differentiated Instruction for the Middle School Language Arts Teacher Karen E. D'Amico, Kate Gallaway, 2009-01-27 An essential resource for teachers in inclusive classrooms This valuable sourcebook offers teachers key strategies on how to design and deliver effective instruction measure success and get students to work together Covering topics such as decoding vocabulary blocking using graphic organizers mnemonics literary elements writing as a process and doing research it features dozens of ready to use language arts activities that are tied to core curriculum standards and each activity has adaptations for students with different learning needs

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

Students Taking Charge in Grades 6-12 Nancy Sulla, 2018-10-17 Discover how to design innovative

learning environments that increase student ownership so they can achieve at high levels and meet rigorous standards Students Taking Charge shows you how to create student centered classrooms that empower learners through problem based learning and differentiation where students pose questions and actively seek answers Technology is then used seamlessly throughout the day for information communication collaboration and product generation You ll find out how to Design an Authentic Learning Unit which is at the core of the Learner Active Technology Infused Classroom aimed at engaging students Understand the structures needed to support its implementation and empower students Build the facilitation strategies that will move students from engagement to empowerment to efficacy This new 6 12 edition offers a more detailed look into secondary school implementation With the book s practical examples and step by step guidelines you ll be able to start designing your innovative classroom immediately *Blended Learning in Grades 4-12* Catlin R. Tucker,2012-06-13 This book comes at the right time with answers for teachers principals and schools who want to be on the cutting edge of the effective use of technology the internet and teacher pedagogy **Teaching Argumentative Writing to Twelfth Grade Students** Barbara Ann Beck Perushek,1999 **The Middle School Writing Toolkit** Tim Clifford,2013 The Middle School Writing Toolkit addresses the 5 major writing genres that middle school students are expected to master reports persuasive essays how to procedural essays narratives and literary responses and provides 57 mini lessons and more than 200 workstation tasks to start English teachers well on their way to creating a successful writing program in the classroom **Elementary and Middle School Social Studies** Pamela J. Farris,2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies Pamela Farris s popular reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge The book is comprehensive and easy to understand providing instruction sensitive to the needs of all elementary and middle school learners Creative concepts for teaching diverse learners Strategies for incorporating the C3 Framework to enrich K 8 curriculum Integration of inquiry skills with literacy and language arts skills Multifaceted meaningful activities emphasize problem solving decision making and critical thinking Myriad ideas for incorporating primary sources as well as technology Annotated lists of children s literature at the end of each chapter Multicultural focus throughout the broad coverage of history geography civics and economics NCSS Standards Linked Lesson Plans C3 Framework Plans and Interdisciplinary Thematic Units Social studies explores the variety and complexity of human experience The book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society **Deliberate and Courageous Principal** Rhonda J. Roos,2021-10-15 Fully step into your power as a school principal By delving deep into five essential leadership actions and five essential leadership skills you will learn how to grow in your role and accomplish incredible outcomes for your students and staff Author Rhonda J Roos provides clear direction for establishing a vision reframing conflict leaning into the positive and much more Study the five

essential actions and five essential skills all leaders must adopt to develop successful high achieving schools Discover how to create a collective vision and learn next steps to move progress forward Observe strategies to maintain a positive outlook as you hone your leadership skills Review the most effective ways to manage time organize meetings and address other common concerns shared by principals at every level Receive reflection questions next steps and reproducible templates to deepen understanding of effective leadership Contents Introduction Part 1 Essential Leadership Actions Chapter 1 Establish a Vision Focused on Learning Chapter 2 Clarify the Essential Work Chapter 3 Create Teams to Move the Work Forward Chapter 4 Take Action Instead of Being Busy Chapter 5 Lead Effective Meetings Part 2 Essential Leadership Skills Chapter 6 Build Relationships Chapter 7 Reframe Conflict Chapter 8 Hold People Accountable Chapter 9 Lean Into the Positive Chapter 10 Turn Inward Closing References and Resources Index

Project-Based Learning Tasks for Common Core State Standards , Grades 6 - 8 Schyrlet Cameron,Carolyn Craig,2014-01-15 Project Based Learning Tasks for Common Core State Standards is designed to help middle school students use research skills teamwork communication and critical thinking to solve real life problems Includes a Common Core State Standards matrix 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 Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources

The Argument Writing Toolkit Sean Ruday,2015-07-16 In order for students to write effective arguments they need to read good arguments In this practical book you ll find out how to use mentor texts to make writing instruction more meaningful authentic and successful Author Sean Ruday demonstrates how you can teach middle school students to analyze the qualities of effective arguments and then help them think of those qualities as tools to improve their own writing You ll learn how to Introduce high interest topics to students to get them interested and engaged in argument writing Teach students to look at multiple sides of an issue and critically evaluate evidence to construct informed defensible arguments Make argument writing an interactive student driven exercise in which students pursue their own writing projects Use mentor texts to help students learn the core concepts of argument writing and apply those skills across the curriculum The book is filled with examples and templates you can bring back to the classroom immediately as well as an annotated bibliography which links the concepts in this book to the corresponding Common Core State Standards Blank templates are also available as printable eResources on our website <http://www.routledge.com> 9781138924390

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

Best Practices in Writing Instruction Steve Graham, Charles A. MacArthur, Michael A. Hebert, 2018-11-29 Well established as a definitive text and now revised and updated with eight new chapters this book translates cutting edge research into effective guidelines for teaching writing in grades K 12 Illustrated with vivid classroom examples the book identifies the components of a complete high quality writing program Leading experts provide strategies for teaching narrative and argumentative writing using digital tools helping students improve specific skills from handwriting and spelling to sentence construction teaching evaluation and revision connecting reading and writing instruction teaching vulnerable populations using assessment to inform instruction and more New to This Edition Chapters on new topics setting up the writing classroom and writing from informational source material New chapters on core topics narrative writing handwriting and spelling planning assessment special needs learners and English learners Increased attention to reading writing connections and using digital tools Incorporates the latest research and instructional procedures See also *Handbook of Writing Research Second Edition* edited by Charles A MacArthur Steve Graham and Jill Fitzgerald which provides a comprehensive overview of writing research that informs good practice

Argument Writing as a Supplemental Literacy Intervention for At-Risk Youth Margaret Sheehy, Donna M. Scanlon, 2021-11-28 This volume details the development and initial evaluation of a supplemental literacy course intended to support at risk high school students in the US Developed using design based research DBR the course combines argument writing and knowledge building literacy routines to support academic literacy development Acknowledging the demand for US students to meet academic literacy standards that emphasize explanatory and argumentative writing the text foregrounds knowledge building as key to effective writing development Chapters trace the development and implementation of course literacy routines designed using DBR and use whole class and individual case studies to demonstrate how informational reading discussion and argument writing become an activity system to support literacy development Ultimately the text has important implications for literacy course design and the use of knowledge building analysis and DBR in research The text will benefit researchers academics and educators in higher education with an interest in academic literacy education writing and composition and secondary education more broadly Those specifically interested in methodologies relating to classroom teaching and learning as well as

argumentation and argument writing will also benefit from this book RTI in the Common Core Classroom Sharon Vaughn, Philip Capin, Garrett J. Roberts, Melodee A. Walker, 2016 Schools and teachers have struggled to integrate Common Core State Standards CCSS into their local Response to Intervention RTI systems This book offers an adaptable framework and practical tips to assist educational professionals charged with making this connection in their schools districts and classrooms for English language arts Based on years of experience we know that students perform best when provided with research based instruction frequent progress monitoring and timely and targeted interventions Focusing on what the research tells us about how children learn this highly practical guide can serve as the core of language arts instruction RTI in the Common Core Classroom will guide today s classroom teachers reading coaches and administrators in their efforts to support all students in meeting literacy standards including individuals with mild to moderate disabilities Book Features A research based innovative approach for implementing RTI and the Common Core curriculum Effective teaching and assessment practices in foundational reading skills reading comprehension and writing User friendly design including research highlight boxes recommended reading lists questions for professional learning communities prompts sample assignments student writing excerpts a Q A section and a trait weighting table Sharon Vaughn is the perfect classroom expert to help teachers mesh the requirements of any RTI program with high standards whether they be CCSS state or local Susan B Neuman New York University Teaching to the unique abilities of an increasingly diverse group of students is a persistent challenge in public education Whether used in a Common Core classroom or school system Dr Vaughn s new book is yet another invaluable tool for teachers and leaders to use RTI to accelerate achievement for all students Larkin Tackett executive director Austin Region IDEA Public Schools *A Different Three Rs for Education* ,2006-01-01 This book of twelve essays applies the holistic theories of process philosophy to the educational challenges that teachers face in today s complexly changing world Topics range from staff development to spirituality exploring issues of student and teacher motivation developmental stages of learning imaginative thinking and writing nourishing relationships moral and environmental education and the development of hospitable learning environments **High-Payoff Strategies** Jody Spiro, 2015-10-14 Focus on the right things An education leader s job can seem overwhelming but it doesn t have to be that way Research shows that by spending time on just a few high payoff strategies leaders can bring about the meaningful change their schools and districts need High Payoff Strategies helps administrators lead successful change initiatives by focusing on the three top priorities identified by research and practitioners alike fostering a supportive district and school culture leading instructional change and building a learning community among faculty and staff Drawing on the latest research as well as hundreds of interviews with education leaders High Payoff Strategies reveals what it really takes to bring about school turnaround The book includes rich and varied examples showing how real world education leaders in urban suburban and rural settings have successfully led changes in their schools and districts It also provides tools that readers can

use immediately to put these practices in place together with videos demonstrating the practices in action High Payoff Strategies helps education leaders create schools and districts that support teachers and make a difference in the lives of children

Assessing English Language Learners: Bridges to Educational Equity Margo Gottlieb, 2016-03-03 Build the bridges for English language learners to reach success This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools techniques and ideas for planning and implementing instructional assessment of ELLs The book includes A focus on academic language use in every discipline from mathematics to social studies within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment as for and of learning Reflection questions to stimulate discussion around how students teachers and administrators can all have a voice in decision making

Mapping Comprehensive Units to the ELA Common Core Standards, 6-12 Kathy Tuchman Glass, 2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality CCCS aligned curriculum units across Grades 6-12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development

Liminal Spaces of Writing in Adolescent and Adult Education Jin Kyeong Jung, Mellinee Lesley, Rene Saldana, Julie Smit, 2022-03-03 Liminal Spaces of Writing in Adolescent and Adult Education addresses the persistent gap in writing reform at the middle secondary and post secondary level Through an examination of useful and liminal writing the book explores the intellectual and creative space where structured expectations verge with individual imagination in writing The premise of the book is built around a multiplicity of ways to invite adolescent and adult students to enter into states of liminality where they are encouraged to experiment with style form genre and voice Through research featuring the perspectives of adolescents classroom teachers teacher educators graduate students and literacy researchers the book offers numerous insights into fostering a liminal and useful approach to writing instruction Each author takes the reader through a journey of finding the liminal as teachers writers and researchers Taken together this tapestry of perspectives puts forth the argument that liminal moments are necessary caveats to explore in order to cultivate fully actualized writing where students are in control of structures and traditional writing expectations but also free to imagine new ways of breaking with conventions and being as writers Thus the book argues liminal writing is critical in bringing about sustained writing reform

Handbook of Second Language Assessment Dina Tsagari, Jayanti Banerjee, 2016-03-07 Second language assessment is ubiquitous It has found its way from education into questions about access to professions and migration This volume focuses on the main debates and research

advances in second language assessment in the last fifty years or so showing the influence of linguistics politics philosophy psychology sociology and psychometrics There are four parts which when taken together address the principles and practices of second language assessment while considering its impact on society Read separately each part addresses a different aspect of the field Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment and standards and frameworks as well as matters of scoring quality assurance and test validation Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency Part III examines the challenges and opportunities of second language assessment in a range of contexts In addition to chapters on second language assessment on a national scale there are chapters on learning oriented assessment as well as the uses of second language assessment in the workplace and for migration Part IV examines a selection of important issues in the field that deserve attention These include the alignment of language examinations to external frameworks the increasing use of technology to both deliver and score second language tests the responsibilities associated with assessing test takers with special needs the concept of voice in second language assessment and assessment literacy for teachers and other test and score users

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