

Grades 11-12 Argument Writing Reflection

| Purpose and Focus | | |
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| <i>What the standards say . . .</i> | <i>How I am meeting the standards. . .</i> | <i>Notes . . .</i> |
| Orients the reader with an introduction to the topic. | <input type="checkbox"/> I created a title that gave just enough information to grab my reader's attention. <input type="checkbox"/> I introduced my topic with some background information so my reader understands why I am writing and compels him/her to continue reading. | |
| Establishes a purpose by making a precise, knowledgeable claim. | I stated my claim clearly and precisely so that my audience knows what type of claim I am making, e.g., <input type="checkbox"/> Fact – I am proving something is true, e.g., <i>fast food is unhealthy</i> <input type="checkbox"/> Value – I am sharing or establishing criteria, e.g., <i>tacos are a healthier choice than hamburgers.</i> <input type="checkbox"/> Policy – I want to change the way things are, e.g., <i>schools should serve healthier foods.</i> <input type="checkbox"/> I have avoided words like "I think," or "I feel." | |
| Distinguishes the claim(s) from alternate or opposing claims. | <input type="checkbox"/> I made a clear distinction between my claim and the claims of others. | |
| Indicates an awareness of audience's needs by providing relevant contextual details. | <input type="checkbox"/> I gave my reader some details that provide a context or background and show why the topic and my claim are important. | |
| Idea Development and Structure | | |
| Creates an organization that establishes valid relationships among claim(s), counterclaims, reasons, and sufficient evidence. | <input type="checkbox"/> I used the illustrating move by using a specific example or fact from a text to support what I said. <input type="checkbox"/> I used the extending move by putting my own "spin" on ideas and terms I have taken from the text we read. <input type="checkbox"/> I used the authorizing move by quoting an expert or using the credibility or status of my source to support my claim. <input type="checkbox"/> I used the countering move by: <input type="checkbox"/> "pushing back" from the text <input type="checkbox"/> disagreeing with the text <input type="checkbox"/> challenging something the text said or interpreting it differently from the way the author did | |
| Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | <input type="checkbox"/> I introduced the source of information and piece of evidence. <input type="checkbox"/> I connected the evidence to my claim. <input type="checkbox"/> I described the context or situation, e.g., what the evidence made me think about. <input type="checkbox"/> I explained the relevance of the evidence to this situation, e.g., why the evidence applies to this new situation. <input type="checkbox"/> I imagined the potential result or outcome, i.e., how things might be different. <input type="checkbox"/> I have supported my claim with: <input type="checkbox"/> Relevant sources of evidence. <input type="checkbox"/> Believable sources of evidence. <input type="checkbox"/> Sufficient sources of evidence. | |
| | <input type="checkbox"/> I have grouped my ideas, reasons and evidence in a logical order that is easy for my reader to follow. <input type="checkbox"/> I have used one of the <i>Bernabei Kernal Essay Organization Moves</i> : <input type="checkbox"/> First I thought this – Then I learned this – Now I think this <input type="checkbox"/> My claim – Reason#1 – Reason#2 – Reason#3 – In the end <input type="checkbox"/> Overview of this issue - One side thinks – Another side thinks – I believe <input type="checkbox"/> My claim – How I know this – Another way I know this – Another way I know this – In the end <input type="checkbox"/> Overview of the issue – Here's what I am thinking – A question some people raise – My answer to that question – In the end | |

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| | <input type="checkbox"/> My claim – Why I believe this – However, I am still wrestling with – Which makes me think now <input type="checkbox"/> One aspect of the issue – Another aspect of the issue – Another aspect of the issue – And so my claim <input type="checkbox"/> My claim on the issue – In addition, I'll add – In addition I'll add – Refined claim | |
| Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | <input type="checkbox"/> I have used a variety of phrases, and clauses or transitions, as well as varied syntax/sentence structures to guide my reader through my argument. | |
| Establishes and maintains a formal style and objective tone. | <input type="checkbox"/> I show that I have given my topic a lot of thought, have arrived at my argument by looking at more than one perspective on the issue, and I am serious about my position. <input type="checkbox"/> I have written in a formal way so that my reader takes me seriously. | |
| Provides a concluding statement or section that follows from and supports the argument presented. | <input type="checkbox"/> I have given a satisfactory ending that sums up my argument and stresses why it is important to agree with me or consider my position on the issue. | |
| Research | | |
| <p>Quotes or paraphrases the data and conclusions of others accurately (with no evidence of plagiarism).</p> <p>Provides basic bibliographic source information, when appropriate (e.g., publishable writing piece)</p> | <p>I have used sources correctly and effectively when illustrating, using examples like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “_____ argues that _____” <input type="checkbox"/> “_____ claims that _____” <input type="checkbox"/> “_____ acknowledges that _____” <input type="checkbox"/> “_____ tells the story of _____” <input type="checkbox"/> “_____ reports that _____” <input type="checkbox"/> “_____ believes that _____” <p>I have used sources correctly and effectively when authorizing, using examples like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>According to Sam Jones, principal of xyz school, which encourages . . .</i> <input type="checkbox"/> <i>A study conducted by xyz company, a non-profit organization that . . .revealed that. . .</i> <p>I have used sources correctly and effectively when extending, using examples like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Supporting my example, xyz’s research shows. . .</i> <input type="checkbox"/> <i>Xyz’s research confirms that _____ is a problem. This connects to what we are experiencing at _____. However, we could solve this problem if we _____.</i> <p>I have used sources correctly and effectively when countering, using examples like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>While parent groups often talk about xyz negatively, recent xyz research shows there are positive effects.</i> <input type="checkbox"/> <i>Whereas many of our students believe xyz to be true, there is research that actually shows. . .</i> <p>I have used sources correctly and effectively when summarizing the opposition, using examples like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ argues that _____. <i>What the author fails to consider is . . .</i> <input type="checkbox"/> _____ says that _____. <i>This is true, but . . .</i> <input type="checkbox"/> _____ suggests that _____. <i>The author doesn’t explain why . . .</i> <input type="checkbox"/> _____ argues that _____. <i>Another way to look at this is . . .</i> <input type="checkbox"/> _____ found that _____. <i>However, the study doesn’t explore the connections between. . .</i> | |