

# English 11-AP - Argument Peer-Conference and Grading Rubric

Name or Number \_\_\_\_\_

## Peer-Conference Form

### **Introduction** - (one or two paragraphs?) \_\_\_\_\_

Does this writer: \_\_\_\_\_

identify the issue clearly and immediately? \_\_\_\_\_

acknowledge the opposing point and concede its merit? \_\_\_\_\_

present at least one point of her own with which the audience can agree? \_\_\_\_\_

present substantial background information? \_\_\_\_\_

state a clear, definite thesis? \_\_\_\_\_

provide a brief preview of supporting points? \_\_\_\_\_

### **Body Paragraphs**

Does this writer: \_\_\_\_\_

discuss each supporting point with concrete, specific details? \_\_\_\_\_

-Which paragraphs need concrete discussion? \_\_\_\_\_

use transitions effectively to string together supporting points and evidence? \_\_\_\_\_

use one paragraph to refute opposing arguments? \_\_\_\_\_

build to emphasize the most important point? \_\_\_\_\_

### **Conclusion**

Does this writer: \_\_\_\_\_

summarize the main points in this writer's argument? \_\_\_\_\_

summarize points of refutation? \_\_\_\_\_

suggest a definite action the reader ought to take? \_\_\_\_\_

### **Throughout the Essay**

Does this writer: \_\_\_\_\_

appeal to logos? (In which paragraphs?) \_\_\_\_\_

appeal to pathos? (In which paragraphs?) \_\_\_\_\_

establish the writer's ethos? (In which paragraphs?) \_\_\_\_\_

commit any logical fallacies? (Label them with an asterisk \*) \_\_\_\_\_

-Can you name any of the fallacies? \_\_\_\_\_

incorporate three outside sources of information? \_\_\_\_\_

use parenthetical citation correctly? \_\_\_\_\_

work the outside sources smoothly into the discussion? \_\_\_\_\_

provide a Works Cited list, correctly formatted? \_\_\_\_\_

show a variety of sentence structures? \_\_\_\_\_

-Label with RO any run-on sentences.

# English 11-AP - Argument Peer-Conference and Grading Rubric

## Grading Rubric

Name or Number \_\_\_\_\_

**Introduction** - Identifies the issue clearly and immediately. [10] \_\_\_\_\_

Acknowledges the opposing point and concedes its merit. [10] \_\_\_\_\_

Presents at least one point with which the audience can agree. [10] \_\_\_\_\_

Presents substantial background information. [15] \_\_\_\_\_

States a clear, definite thesis. [10] \_\_\_\_\_

Briefly previews the supporting points. [10] \_\_\_\_\_

### **Body Paragraphs**

Discusses each supporting point with concrete, specific details. [30/paragraph] \_\_\_\_\_

Uses transitions effectively. [10/paragraph] \_\_\_\_\_

Uses one paragraph to refute opposing arguments. [20] \_\_\_\_\_

Builds to emphasize the most important point. [10] \_\_\_\_\_

### **Conclusion**

Summarizes the writer's main points. [10] \_\_\_\_\_

Summarizes points of refutation. [10] \_\_\_\_\_

Suggests a definite action the reader ought to take. [10] \_\_\_\_\_

### **Throughout the Essay**

Appeals to logos. [10] \_\_\_\_\_

Appeals to pathos. [10] \_\_\_\_\_

Establishes the writer's ethos. [10] \_\_\_\_\_

Avoids logical fallacies (labeled with an asterisk \*). [10] \_\_\_\_\_

Incorporates three outside sources of information. [30] \_\_\_\_\_

Uses parenthetical citation correctly. [20] \_\_\_\_\_

Works the outside sources smoothly into the discussion. [10] \_\_\_\_\_

Provides a Works Cited list, correctly formatted. [30] \_\_\_\_\_

Shows sentence structure variety. [10] \_\_\_\_\_

Mechanics are correct. [20] \_\_\_\_\_

Total [285 +  $\frac{\quad}{\text{Middle Para.}} = \frac{\quad}{\text{Possible Pts.}}$ ] \_\_\_\_\_

Score = \_\_\_\_\_% (triple-weight grade)