

Writ Lit I

Persuasive Essay Format and Science-English Assessment Rubrics

Paragraph 1:

Introductory material about the topic
State a position (Thesis)

Paragraph 2:

Topic sentence (first reason to support your position)

- Evidence A (quote/cite the article)
 - Remember “According to...” or “As seen in...” to introduce text evidence
 - Remember to **analyze** how your evidence ties to your topic sentence.
- Evidence B (quote/cite the article)
 - Remember “According to...” or “As seen in...” to introduce text evidence
 - Remember to **analyze** how your evidence ties to your topic sentence.

Paragraph 3:

Counterclaim transition followed by a rebuttal topic sentence (2nd reason to support your position)

- Evidence A (quote/cite the article)
 - Remember “According to...” or “As seen in...” to introduce text evidence
 - Remember to **analyze** how your evidence ties to your topic sentence.
- Evidence B (quote/cite the article)
 - Remember “According to...” or “As seen in...” to introduce text evidence
 - Remember to **analyze** how your evidence ties to your topic sentence.

Paragraph 4:

Conclusion

See next page for rubrics

Summative In-Class Essay Rubrics: Genetics

Science Rubric

Criterion D: Reflecting on the impacts of science

The student does not reach a standard identified by any of the descriptors below.	<i>0 Does not meet</i>
The student is able to: i. outline the ways in which science is used to address a specific problem or issue ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor iii. apply scientific language to communicate understanding but does so with limited success	<i>1-2 Limited</i>
The student is able to: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. sometimes apply scientific language to communicate understanding	<i>3-4 Adequate</i>
The student is able to: i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely	<i>5-6 Substantial</i>
The student is able to: i. explain the ways in which science is applied and used to address a specific problem or issue ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely	<i>7-8 Excellent/ Sophisticated</i>

Writ Lit Rubrics

A: ANALYZING	SCORE
• Stating the author(s)/publication(s) of the articles and videos shows an understanding of how reliable the sources are. • Explaining how each piece of evidence supports a specific topic sentence develops the argument. • Pointing out and disproving one reason that some people argue against the thesis position strengthens the argument.	<i>0 Does not meet</i> <i>1-2 Limited</i> <i>3-4 Adequate</i>
MYP Criterion A i. analyze the content, context, language, structure, technique and/or style of text(s) and the relationship among texts iii. justify opinions and ideas, using examples, explanations and terminology Common Core State Standards CCSS.ELA-LITERACY.W.9-10.1.B Supply evidence for claims and counterclaims while pointing out the strengths and limitations of both	<i>5-6 Substantial</i> <i>7-8 Excellent/ Sophisticated</i>

B: ORGANIZING	SCORE
• A clear thesis statement that states a position for or against gene editing tells readers what the essay will argue. • Transitions and topic sentences shows the relationship between the various reasons that support the thesis. • Correct MLA citations for evidence give credit to research done by others. • Extension: Transitions within paragraphs help readers understand how examples are connected.	<i>0 Does not meet</i> <i>1-2 Limited</i> <i>3-4 Adequate</i> <i>5-6 Substantial</i>
MYP Criterion B i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. Common Core State Standards CCSS.ELA-LITERACY.W.9-10.1.A Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses 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	<i>7-8 Excellent/ Sophisticated</i>

C: PRODUCING TEXT • The introduction gets the reader interested in gene editing. • At least one direct quote from 2 articles gives evidence to support the thesis. • A balance of logos, pathos, and ethos and terminology related to gene editing shows awareness of audience. • A clear conclusion circles back to the content of the introduction and ties the essay together without restating the thesis. MYP Criterion C i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. Common Core State Standards CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.	SCORE <i>0 Does not meet</i> <i>1-2 Limited</i> <i>3-4 Adequate</i> <i>5-6 Substantial</i> <i>7-8 Excellent/ Sophisticated</i>
D: USING LANGUAGE • A formal style helps the reader to know that this is an academic essay. • A persuasive but respectful tone helps influence the reader without alienating him/her. • Accurate spelling and grammar help the reader to easily follow the argument. MYP Criterion D i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages) and write (character languages) with accuracy Common Core State Standards CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SCORE <i>0 Does not meet</i> <i>1-2 Limited</i> <i>3-4 Adequate</i> <i>5-6 Substantial</i> <i>7-8 Excellent/ Sophisticated</i>