

## **Resource Tagging Template**

**Title:** Writing Evaluation Persuasive Essay or Argument

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**Short Description:** The checklist can be used to quickly evaluate a student's argumentative essay without editing and marking on the paper. It allows a student to see what he or she needs to work on for the next draft or final essay.

**Resource Type:** Assessment, Evaluation, Checklist, Argumentation

**Audience:** Instructor

**Program Area:** Dev Ed

**Curriculum Area:** Integrated Reading and Writing, Composition

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Course \_\_\_\_\_

Rubric: Argumentative/Persuasive Comment List

| Yes, No, NA | Criteria  | Comments |
|-------------|---|----------|
|             | Interesting, phrasal title that suggests paper's content  |          |
|             | Intro ¶: 5-8 or 8-12 sentences; intro developed by anecdote, general to specific, startling quotations or statistics, and or a combination of methods |          |
|             | Intro provides background information ; background adequate   |          |
|             | Intro defines terms if needs to.  |          |
|             | Intro paves way for thesis; thesis last sentence in intro   |          |
|             | Thesis meets criteria for effective thesis.   |          |
|             | Thesis has assertion or claim.  |          |
|             | Claim in thesis suggests your position: advocate or opponent.   |          |
|             | Body ¶'s begin with main idea sentences.  |          |
|             | Body ¶'s contain adequate supporting sentences.   |          |
|             | Body ¶'s contain concluding sentences.  |          |
|             | Overall body ¶'s contain reliable evidence to support position.   |          |
|             | Overall body ¶'s provide sufficient evidence to support position.   |          |
|             | Overall body ¶'s contain variety of evidence to support claim.  |          |
|             | Overall body ¶'s provide representative evidence to support claim.  |          |
|             | Body ¶'s are coherent; transition used when needed  |          |
|             | Body ¶'s are unified; irrelevant information left out   |          |
|             | Body ¶'s are organized logically: emphatic order, chronological   |          |
|             | Body ¶'s organized block method or point- by- point   |          |
|             | Body ¶'s acknowledge opposition or opposing viewpoint   |          |
|             | Body ¶'s point out the common ground.   |          |
|             | Body ¶'s address opponent's claims.   |          |
|             | Body ¶'s refute/rebut opponent; show how writer's view stronger.  |          |
|             | Body ¶'s appeal to logos (logic).   |          |
|             | Body ¶'s appeal to ethos (sources are credible).  |          |
|             | Body ¶'s appeal to pathos (emotions yet reasoned).  |          |
|             | Body ¶'s documented parenthetically (summary, paraphrase, quotations)   |          |
|             | MLA Parenthetical documentation correct throughout  |          |
|             | Lead-ins, signal phrases, attribution phrase/words present  |          |
|             | Lead-ins, signal phrases, attribution phrase integrated appropriately   |          |
|             | Conclusion ¶ restated major points, offers possible solution  |          |
|             | Lacks major sentence errors: run-ons, fragments, modifiers, shifts etc.   |          |
|             | Tone appropriate, not arrogant, condescending, businesslike, firm   |          |
|             | Works cited page attached.  |          |
|             | Works cited page formatted correctly according to MLA.  |          |
|             | Works cited page follows conventions for entries (print and Internet)   |          |
|             | Paper lacks plagiarized sections: intentional or unintentional  |          |

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