**Multiple Paragraph Argument Essay Rubric Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per.**

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| --- | --- | --- | --- | --- | --- | --- |
| Paragraph | **Components** | **4** | **3** | **2** | **1** | **0** |
| **Introductory Paragraph** | **Attention Getter** – An interesting hook or attention getter. Ask a thought provoking question, state an interesting fact, and/or use a powerful quote. Hook your reader’s attention. |  |  |  |  |  |
| **General Topic Introduction** Introduce your significant person. Give their full name, date of birth, place of birth, death day (if possible). What field(s) they are significant in. A strong reason why they are significant. Do not give away any thesis or body paragraph information in this section. |  |  |  |  |  |
| **CLAIM/thesis** – This is your opinion on the issue/topic. It **clearly includes what you will be writing about** in each body paragraph. \_\_\_\_\_\_\_\_\_\_ is most significant for his/her \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_,  |  |  |  |  |  |
| **Body Paragraph 1** | **Topic Sentence** – clearly presents what you claimed first in the thesis. This paragraph is matched up in order of how it was stated in the thesis. |  |  |  |  |  |
| **Evidence #1** – Evidence is provided that supports the claim made in the topic sentence. Begins with a **transition** word: First…. To begin with… If possible **SET UP:** before the evidence provide some info. about where it was found or who said it etc.  |  |  |  |  |  |
| **Commentary** – explains the significance of the EV in your own words making a connection to the claim in the TSUses a transition: This shows… This displays… This supports…. This indicates… This proves… |  |  |  |  |  |
| **Evidence #2** – A second piece of evidence is provided that supports the claim made in the topic sentence. Use a **transition** word: Next… Secondly…. Then… Also… If possible **SET UP:** before the evidence provide some info. about where it was found or who said it etc. |  |  |  |  |  |
| **Commentary** – explains the significance of the CD in your own words making a connection to the claim in the TSUses a transition: This shows… This displays… This supports…. This indicates… This proves… |  |  |  |  |  |
| **Evidence #3** – A third piece of evidence is provided that supports the claim made in the topic sentence. Uses a transition word: Last… Finally… Lastly… If possible **SET UP:** before the evidence provide some info. about where it was found or who said it etc.  |  |  |  |  |  |
| **Commentary** – explains the significance of the CD in your own words making a connection to the claim in the TSUses a transition: This is important because…. This is significant since… This reveals… In other words… |  |  |  |  |  |
| **Concluding Sentence**– concludes the body paragraph and could be a restating of the topic sentence. It could be an I have learned statement. (I have learned) \_\_\_\_\_\_\_\_. |  |  |  |  |  |
|  | **Topic Sentence** – clearly presents what you claimed 2nd in the thesis. This paragraph is matched up in order of how it was stated in the thesis. |  |  |  |  |  |
|  | **Evidence #1** – Evidence is provided that supports the claim made in the topic sentence. Begins with a **transition** word: First…. To begin with… If possible **SET UP:** before the evidence provide some info. about where it was found or who said it etc.  |  |  |  |  |  |
|  | **Commentary** – explains the significance of the EV in your own words making a connection to the claim in the TSUses a transition: This shows… This displays… This supports…. This indicates… This proves… |  |  |  |  |  |
|  | **Evidence #2** – A second piece of evidence is provided that supports the claim made in the topic sentence. Use a **transition** word: Next… Secondly…. Then… Also… If possible **SET UP:** before the evidence provide some info. about where it was found or who said it etc. |  |  |  |  |  |
| **Body 2** | **Commentary** – explains the significance of the CD in your own words making a connection to the claim in the TSUses a transition: This shows… This displays… This supports…. This indicates… This proves… |  |  |  |  |  |
|  | **Evidence #3** – A third piece of evidence is provided that supports the claim made in the topic sentence. Uses a transition word: Last… Finally… Lastly… If possible **SET UP:** before the evidence provide some info. about where it was found or who said it etc.  |  |  |  |  |  |
|  | **Commentary** – explains the significance of the CD in your own words making a connection to the claim in the TSUses a transition: This is important because…. This is significant since… This reveals… In other words… |  |  |  |  |  |
|  | **Concluding Sentence**– concludes the body paragraph and could be a restating of the topic sentence. It could be an I have learned statement. (I have learned) \_\_\_\_\_\_\_\_.**MORE ON BACK** |  |  |  |  |  |
|  Paragraph | **Components** | **4** | **3** | **2** | **1** | **0** |
| **Rebuttal/****Counter-****Argument****Paragraph****Body Paragraph 1** | **Topic Sentence** – it states an opinion that contridcts your claim. It acknowledges another point of view other than yours |  |  |  |  |  |
|  | **Concrete Detail #1** – An evidence or support the opposition will make to back up their side of the argument/debate.Begins with a **transition** word: First, they state…. To begin with, they state… |  |  |  |  |  |
|  | **Concrete Detail #2** – An evidence or support the opposition will make to back up their side of the argument/debate.Uses a **transition** word: Next, they claim… Secondly, they claim…. Then they claim… They also claim… |  |  |  |  |  |
|  | Your **rebuttal or counter-agrument** to swing the debate back to your side. Use a **sentence starter**: That might be true, but… It is interesting to think about, however… Not everyone agrees with their claim because… |  |  |  |  |  |
| t**Concluding Paragraph** | **Topic Sentence** – restates the **CLAIM/thesis**. DO NOT CUT AND PASTE from introductory paragraph. |  |  |  |  |  |
| **Evidence from body 1** – restates the most supportive piece of evidence provided in body paragraph 1. Uses a transition |  |  |  |  |  |
| **Evidence from body 2** – restates the most supportive piece of evidence provided in body paragraph 2 Uses a transition. |  |  |  |  |  |
|  | **Concluding Sentence** – refocuses your paper back onto your claim. Leave the reader with a final powerful thought about your claim or make a call to action. You could end with a power quote from or about your significant person. |  |  |  |  |  |
|  **Formatting** | **Paragraphing** – the body of the text follows the paragraphing format with an **indentation**, complete sentences and no isolated text. Whole paper is **12 font**. **Title** is centered and properly spaced. Paragraphs are **double spaced**. |  |  |  |  |  |
| **Heading**- In the **upper right hand corner**, author has included their **last name and then first name**, **subject and period**, and the **date spelled out**. Heading is not double spaced, but paragraphs are. **Times New Roman or Arial, 12 font**. |  |  |  |  |  |
| **Conventions** – **spelling, capitalization, grammar** and **punctuation**. Mixes up word choice to **avoid repetition or use of weak words** (such as: bad & good). Avoids writing: In this essay… I am going to write about… |  |  |  |  |  |
|  **Rubric** | Student **turned in rubric** and **accurately completed** it. | **MAX OF 2 POINTS FOR RUBRIC** |  |  |
|  **Bibliography/** **Works Cited** | **Multiple sources** with **proper MLA citations**. POINTS ARE DOUBLED 8 POINTS IS THE MAX. Feel free to use a citation generator like esaybib.com |  |  |  |  |  |
|  |  **Total Points:** |  **/130** |

**A = 130-117 B = 116-104 C = 1103-91 D = 90-78 F = 77-0**

 **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_**