## Argumentative Essay Revision

**Writer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Introduction | Needs Work | Proficient | Outstanding |
| Hook |  |  |  |
| Brief Background about the issue (3-4 sentences). |  |  |  |
| Claim: Does the writer state two clear reasons why or why not the burqa should be banned? |  |  |  |
| Body Paragraph #1 |  |  |  |
| Topic Sentences: Does the writer clearly express the first reason or claim? |  |  |  |
| Are each of the quotes attached to the writer’s own words? \*Source of quote introduced |  |  |  |
| Evidence: Are **there at least two direct quotes in the body paragraph?** |  |  |  |
| Analysis: Does the student analyze how the evidence proves his or her thesis? |  |  |  |
| Does the student include transitions?  |  |  |  |
| Concluding Sentences: Does each body paragraph have a concluding sentence which sums up ideas in the paragraph? Therefore…? What did the paragraph prove? |  |  |  |
| Body Paragraph #2 |  |  |  |
| Topic Sentences: : Does the writer clearly express the first reason or claim? |  |  |  |
| Are each of the quotes attached to the writer’s own words? \*Source of quote introduced |  |  |  |
| Evidence: Are **there at least two direct quotes in the body paragraph?** |  |  |  |
| Analysis: Does the student analyze how the evidence proves his or her thesis? |  |  |  |
| Does the student include transitions?  |  |  |  |
| Concluding Sentences: Does each body paragraph have a concluding sentence which sums up ideas in the paragraph? Therefore…? What did the paragraph prove? |  |  |  |
| **Counterargument** |  |  |  |
| Topic Sentences: Does the writer clearly express what an opponent would argue? |  |  |  |
| Evidence: Are **there at least two direct quotes in the body paragraph? \*These quotes should refute the opponent’s argument.** |  |  |  |
| Analysis: Does the student refute the evidence in a convincing way? |  |  |  |
| Does the concluding sentence reinforce the writer’s opinion? |  |  |  |
| Conclusion |  |  |  |
| Does the student restate the thesis? |  |  |  |
| Does the student sum up main ideas? |  |  |  |
| Does the student answer the question “so what?” at the end of the paper? |  |  |  |

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**Mechanics Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
|  | Needs Work | Good | Outstanding |
| Times New Roman Font |  |  |  |
| 12 point font |  |  |  |
| Double Spaced  |  |  |  |
| Heading: Name, Teacher’s name, class, date |  |  |  |
| Header: Last name and page # (upper right hand corner) on each page |  |  |  |
| Original title |  |  |  |
| Five paragraphs |  |  |  |
| Spelling  |  |  |  |
| Sentence Fragments |  |  |  |
| Capitalization: The first word of each sentence is capitalized. |  |  |  |
| Capitalization: All proper nouns are capitalized  |  |  |  |
| Essay is free of slang words. (like, you know, bummed, hey, etc…) |  |  |  |
| Essay is free of contractions (isn’t, doesn’t) |  |  |  |
| Article Titles are quoted and capitalized. |  |  |  |
| Numbers ten and under are written out in word form. |  |  |  |
| Essay is free of first person. (I, me) |  |  |  |
| Punctuation: Commas, proper end punctuation, etc.  |  |  |  |