**Dearborn Public Schools Unit 3 Social Issue Argumentative**

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| **Score** | **Statement of Purpose/Focus and Organization** |
| **Statement of Purpose/Focus** | **Organization** |
|  **4** | The response is fully sustained and consistently and purposefully focused: * claim is clearly stated, focused and strongly maintained through TE/IN; context for TE is provided
* **alternate claim(s)/counter argument(s) are examined thoroughly and distinguished from main claim with reasoning; strong rebuttal**
* reasoning is logical/clear
 | The response has a clear and effective organizational structure creating unity and completeness:* effective, consistent use of a variety of transitional strategies
* effective introduction with engaging lead and clear, complete CLAIM
* body includes all components of an argument in logical order:

-T.S. w/ reason -evidence/data followed by insight/reasoning w/correct MLA-counter-claim ( in one body paragraph) w/ reasoning /rebuttal* conclusion for audience and purpose that supports argument
 |
| **3** | The response is adequately sustained and generally focused:* claim is clear and for the most part maintained, though some loosely related material may be used; may not provide context consistently/clearly
* **alternate claim(s)/ counter argument is/ are addressed; rebuttal supplied**
* reasoning may not be in depth or may lack clarity at times
 | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:* adequate use of transitional strategies with some variety beyond scaffold
* body includes most components of an argument ; usually in logical order

-T.S. w/ reason may be unclear -evidence/data followed & insight/reasoning may be out of order; MLA may be inc.-counter-claim ( in one body paragraph) w/ reasoning /rebuttal* adequate introduction and conclusion
 |
|  **2** | The response is somewhat sustained and may have a minor drift in focus:* claim(s) on the issue may be somewhat unclear and unfocused
* **alternate claim(s)/counter argument may be acknowledged, but not developed with reasoning; rebuttal may be weak or missing**
* supporting ideas lack clarity and logical reasoning; not enough reasoning/insight
 | The response has an inconsistent organizational structure, and flaws are evident:* inconsistent use of basic transitional strategies with little variety or used scaffold as is
* body includes some components of an argument although pieces may be missing (TS, quoted TE, MLA, etc.)
* conclusion and introduction, if present, are weak
 |
| **1** | The response may be related to the purpose but may offer little relevant detail:* claim may be confusing ,ambiguous, or is opinion only
* **no alternate claim/counter argument addressed; rebuttal missing**
* no logical reasoning among supporting ideas
 | The response has little or no discernible organizational structure:* few or no transitional strategies are evident
* body missing key components of an argument
* lead/conclusion missing
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**Dearborn Public Schools Unit 3 Social Issue Argumentative Essay**

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| **Statement of Purpose/Focus** | **Organization** |
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|  **2** | The response is somewhat sustained and may have a minor drift in focus:* claim(s) on the issue may be somewhat unclear and unfocused
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* no logical reasoning among supporting ideas
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