Chemistry ~ Ms. Hart   **Class:**   Anions   or   Cations
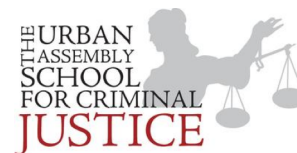
Marking Period 4 – Argumentative Writing

YOUR TASK:

With constant talk of global warming and a greater population of people using cars, it is so important that we consider the types of vehicles we buy and their impact on society. Your State Senator, Kirsten Gillibrand, is interested in gathering the public's opinions on this topic. Using the articles, **write an argumentative paper to convince her what type of car (hydrogen fuel cells or hybrid) is best.** Be sure to fully introduce how each car using fuel differently. *Use MLA in-text citations to indicate where your information is from.* Example "According to _____..." (website or author). Be sure to follow traits 1-4, 7 on the rubric below.

Attach (staple) your FINAL paper to this document!

New York City Performance Assessment Common Rubric							
Grades 9-10 ELA	**Level 4 Exceeding the Standards**	**3.5**	**Level 3 Meeting the Standards**	**2.5**	**Level 2 Approaching the Standards**	**1.5**	**Level 1 Attempting the Standards**
Trait 1: Focus: Position (CCLSW.1)	Establishes a precise and credible position, **grounded in evidence and reasoning**.		Establishes a **precise and credible position that responds appropriately to the prompt.**		**States** a position **but does not completely address the prompt**.		**Position is unclear. Credible position that responds appropriately to the prompt.**
Trait 2: *Elaboration* (CCLS W.1)	Provides **detailed** explanations of **the most important** claim(s), reasons and evidence that support and develop the position.		Position is **explained** with claim(s), reasons and evidence.		Position is **minimally developed** with **little explanation** of claim(s), reasons and evidence.		Position is **unsupported** with little or no use of claim(s), reasons, or evidence.
Trait 3: *Textual Analysis* (CCLSR.1)	**Analyzes** both explicit and inferred ideas/ information. Interpretation of the author's meaning and purpose; **Consistently refers to sources** when appropriate		**Analyzes** explicit ideas/information from texts and interprets the author's meaning and purpose; Refers to sources **when appropriate.**		**Summarizes** explicit ideas/information from texts; Refers to sources **rarely**.		**Restates** explicit ideas/information from texts; **Does not refer** to or cite sources.
Trait 4: *Counterclaims* (CCLSW.1)	**Develops a counterclaim or alternate claim fairly** with relevant evidence; Explains why counterclaim is less convincing than the claim		**Discusses** counterclaim and or alternate claim **and/or** evidence		**Makes note of a specific** counterclaim, alternate claim or counter evidence		**Demonstrates awareness** of a counterclaim, alternate claim or counter-evidence
Trait 7: *Convections* (CCLSW.1)	Uses **precise** language and tone **consistently** appropriate to the purpose; Demonstrates a command of standard English conventions with occasional minor errors		Uses language and tone **appropriate** to the audience and purpose; Demonstrates a command of standard English conventions with **occasional minor** errors		Uses language tone **generally appropriate** to the audience and purpose with minor lapse; Includes a number of minor errors that do not interfere with the audience understanding		Uses **basic** language and **uneven tone** with some **improper usage of words and phrases;** Includes **numerous major** errors that interfere with audience understanding

Score: _____