| Argumenta | tive Planning Template | Name: | | |
|--------------------|---|-------------------------|--|--|
| Claim: | | | Are you clearly taking a side? (do not use I think, feel, or believe) Are you sure your side is true or makes sense? Have you used precise math calculations and language? | |
| Evidence: | | Explain how the evi | idence connects to the claim: | |
| | | | | |
| | | | | |
| | | | | |
| | dence support your position? | | | |
| · | de information related to your calculation | | | |
| 1 | de at least two different pieces of evider | nce? | | |
| Conclusion: | | | | |
| Structure: Final I | Paragraph Checklist | | | |
| Organization: | Did you proofread your writing | ? | | |
| | Does your writing have a claim, evidence, and conclusion? (beginning/middle/end) | | | |
| | Does your writing flow/read smoothly? Or does the reader stop at some point and say, "What?" or "Hold on" | | | |
| | Have you explained your thinki | ng and ideas to the rea | ader? | |
| Vocabulary: | Did you use specific math voca | bulary or content corre | ctly? | |
| _ | Does your writing "read" like you understand the math yocahulary, or does it "read" like | | | |

you are just using buzzwords (math words with no comprehension)?

Is it informal or formal language? (no slang or texting shorthand)

Does it sound professional?

Respectful

tone:

Name _____

| | 3 | 2 | 1 | 0 |
|-----------------------------|--|---|--|---|
| Claim | -clearly takes a side -uses precise language | -didn't use precise language -clearly take a side | -too broad claim -took multiple sides | no claim |
| Evidence | -credible source is cited -at least 2 pieces of evidence from a credible source -connected to the position | -2 pieces of evidence but not well connected -1 piece well connected | 1 piece of evidence not thoroughly connected | no evidence |
| Mathematical Correctness | -evidence used demonstrates mathematical correctness that supports the claim | -evidence used demonstrates mathematical understanding that supports the claim with a minor error | - evidence used demonstrates mathematical understanding that supports the claim with a major error | - evidence used demonstrates a lack of conceptual mathematical understanding to support the claim |
| Structure | -clear organization -uses appropriate vocabulary -respectful tone | missing any of 1 of the pieces from structure | missing 2 of the pieces of structure | missing all 3 pieces of structure |