



THE ARGUMENT RATING GAME (ARG): THE RATING FORM

Directions

This form is to be used when judging a match between two students in the Argument Rating Game. You'll need one form for each match you judge. Both students can be rated on a single form. If there is a third student in a match, you can add a box to the left of the other two for each criterion, and a Total Rating box at the bottom of this page. Students will present two their arguments. You can ask any questions you have during their five minute presentation period. Rate their arguments on the each criterion individually; avoid generalizing about the quality of a student's argumentative claims or their evidence (deciding on an overall rating and plugging that number in all four criteria). You can use halves (0.5's).

Rating System

The ratings are on a 5-point scale, so you will put a number in each criteria box. The rating descriptors are as follows:

- 5 -- Highly effective, impressive, persuasive, needs little to no improvement
- 4 -- Effective, solid satisfaction of the criterion, but some improvement possible
- 3 -- Mixed, partially effective, partially ineffective, something to build on but in need of significant revision/improvement
- 2 -- Minimally effective, flawed, insufficient satisfaction of the criterion, should be substantially revised/improved
- 1 -- Highly ineffective, highly flawed example of argumentation, should be fully re-written or re-worked

Your Name: _____

Rating Student #1: _____

What Is Student #1's Total Rating (Add Up All 8 Boxes – Max Rating Is 40):

Rating Student #2: _____

What Is Student #2's Total Rating (Add Up All 8 Boxes – Max Rating Is 40):



Argumentative Claims

In the boxes below, rate your two students' argumentative claims, on the basis of these criteria:

- | | | | |
|--------------------------|--------------------------|---------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Clarity | Are the argumentative claims clear? Are the writer's points made precisely? Do the claims clearly support the writer's overall position (i.e., thesis)? Can you think of a way to improve the position or claim formulation? |
| <input type="checkbox"/> | <input type="checkbox"/> | Focus | Are the argumentative claims each focused on a single point? Are they properly balanced between the detail of evidence and the generality of the overall argumentative position? |
| <input type="checkbox"/> | <input type="checkbox"/> | Organization | Are the argumentative claims separate and distinct from each other? Or do they overlap with or repeat each other? |
| <input type="checkbox"/> | <input type="checkbox"/> | Directedness | Are the argumentative claims consistent with each other and directed by the overall position? Or do they contradict each other or angle away from the position? Are they parallel with each other, or do they seem unmatched? |

Evidence

In the boxes below, rate your partner's essay's argumentative evidence, on the basis of these criteria:

- | | | | |
|--------------------------|--------------------------|--------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Alignment | Is the presented evidence closely aligned with the argumentative claim? Does it directly support the specific claim being made, or is it imprecisely aligned or not relevant? |
| <input type="checkbox"/> | <input type="checkbox"/> | Reasoning | Is each piece of evidence accompanied by a clear and convincing explanation as to how it proves the claim? Does the reasoning demonstrate thoughtfulness and insight? Does the reasoning advance the argument or merely paraphrase the evidence? |
| <input type="checkbox"/> | <input type="checkbox"/> | Credibility | Is the evidence from a credible source? Or is the source biased or lacking credentials? Does the evidence have internal credibility and warrants? Is the evidence authoritative? Is the evidence properly cited? |
| <input type="checkbox"/> | <input type="checkbox"/> | Sufficiency | Is the evidence sufficient to make the claim convincing? Does the evidence need further corroboration? Are its sources varied, or are the sources too narrow? |

Comments:
