

## Grade 8 Argumentative #1

4/4/2

*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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I've just begun high school, and I'm already overwhelmed. Consequently, I can't imagine taking on any other activities right now, such as required community service. Some schools require a certain amount of hours of community service to graduate. Thus, I don't believe schools should make community service a requirement.

I believe that asking for this is putting too much on students. In some schools it's a rule that you must complete 120 hours to graduate! Students are already being pressured to focus on just school, and have their lives revolve around their education. "Study, study study!" a teacher would say. Don't get me wrong, I am one of these students who lives do revolve around school, and I don't believe that that is wrong. But when students are told to focus on school and learning only, how will they have time for this community service? We already hardly have enough time for all of these obligations with our education including studying for tests, tutoring, writing papers, and extracurricular activities.

Along with that, when students are required to do it, it takes away from the "volunteering" aspect of it. When a student chooses to volunteer they will, no doubt, feel good about it, but when a student is required to do so, it feels more like work. If a student was to actually make the decision to volunteer and do it, this helps the community and improves their own mood. Students that just think of it as work probably won't put in the effort, therefore, not doing it sufficiently. With that being said, those students may not gain those same benefits. Mandatory and volunteering are not the same thing. The community would get more out of it if we volunteer because we want to, not because it is required.

Don't get me wrong, community service is very valuable to the community. Community service is one of the most important things our community has! It also can teach the volunteers job skills they can experience what work could be like in the future. Volunteering in a daycare or nursing home helps many different families, and can also make the elders and children feel good! After-school programs, reading and writing programs, mentoring programs, and tutoring all are very beneficial and rewarding to students and schools. Although community service is a good thing, and I think everyone should try to do it sometime in their life, I don't think all students should be required to do it.

Generally, when students get overwhelmed they tend to give up on everything. Is this what we want? Do we want students to give up on their education and extracurriculars because of this community service task that is more than they can handle? I believe that if students have the time and want to put in the effort then community service is a great idea! But, most students, including myself, have something going on after school almost every day. Whether or not it's church, practice, clubs, studying, or school events, students already feel like they have too much on their plate.

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#### **Organization/Purpose: 4**

- **claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience:** The response makes a clear claim (I don't believe schools should make community service a requirement) that is maintained throughout.
- **consistent use of a variety of transitional strategies to clarify the relationships between and among ideas:** Good transitions link ideas.
- **effective introduction and conclusion:** The opening is strong providing background leading up to the claim. The ending is rhetorical and comprehensive with a reflective conclusion.
- **logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety:** The argument advances with a pattern of reasons, evidence, elaboration, includes a counterclaim which is refuted, and progresses to an end. All sections are connected with no digressions.
- **alternate and opposing argument(s) are clearly acknowledged or addressed:** The counterclaim is clearly stated and described (don't get me wrong...valuable, most important things...job skills...like in the future, beneficial and rewarding) and is refuted (Although...good thing, don't think all students should be required).

#### **Evidence/Elaboration: 4**

- **Comprehensive evidence from source materials (facts and details) is integrated, relevant, and specific:** Specific details from both sources are used as evidence supporting the claims (how will they have time, obligations...tests tutoring, writing papers and extracurricular activities, takes away the volunteering aspect of it won't put in the effort, not gain those same benefits) and (helps the community and improves their own mood, teach the volunteerers job skills...reading and writing programs, mentoring programs and tutoring).
- **Effective use of a variety of elaborative techniques:** Claims and source facts are elaborated upon to expand the argument (just putting too much on students, have their lives revolve around their education, study study study, it feels more like work, not doing it sufficiently, get more out of it if we volunteered because we want to, students get overwhelmed, more than they can handle, church practice clubs...too much on their plate) and (I don't believe that that is wrong, not doubt feel good about it, one of the most important things our community has, daycare or nursing homes helps many different families, put in the effort then community service is a great idea).
- **Vocabulary is clearly appropriate for the audience and purpose**
- **Effective, appropriate style enhances content:** The argument is balanced with evidence and elaboration and offers details for the opposing argument. Less direct quotes are used, but specific ideas and details are incorporated. Rhetorical questions also are engaging and persuasive.

#### **Conventions: 2**

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #2

3/4/2

*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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I believe that community service should be mandatory for students to complete. It is a good thing to be able to do for you and your community. For students this has advantages to their wellbeing. Several different schools have required community service for all students.

First of all, students may learn benefits of volunteering that could help them in their future. In the text “Mandatory Community Service Equals More Community Service” says, “Mandatory community service programs in schools can help students improve their mood, reduce stress, and boost self-esteem.” Students who do provide this citizenship may appear to be happier and more willing to do things. These opportunities for several students have been able to communicate with more people other than their friends and family.

Another reason for community service is they often do better in school and work harder towards their goals. It gives them the chance to have better outlooks on colleges and jobs. This is very important to strive for a good education. Everyone has the opportunity for completing community service. It gives them the chance to know things about their community better.

However, making these things mandatory for students can create issues like school work and sports they have to be able have time fo. When providing these things there won’t always be the chance to miss out on them, and they have to focus on education as well. In the text it says, “Adding community service distracts us from our studies. We also have extracurricular activies like sports and clubs.” While having to deal with these things it could potentially harm your grades and students also need some free time instead of always rushing around to do things that need to be done.

Therefore, requiring community service for all students has many advantages and gives us an experience you may not get to have again. It gives everyone an equal opportunity to use this time as an experience. I believe this teaches students to be great citizens.

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### Organization/Purpose: 3

- **claim is clear, and the focus is mostly maintained for the purpose and audience:** The response makes a clear claim (should be mandatory) that is maintained throughout.
- **adequate use of transitional strategies with some variety to clarify relationships between and among ideas:** Predictable transitions link ideas leaving a formulaic effect.
- **adequate introduction and conclusion:** The opening presents an abrupt claim with a general background. The ending provides a general wrap-up of ideas and is somewhat reflective.
- **adequate progression of ideas from beginning to end; adequate connections between and among ideas:** The argument advances with a pattern of reasons, evidence, elaboration, includes a counterclaim, and generally collects valid details toward an end.
- **alternate and opposing argument(s) are adequately acknowledged or addressed:** The counterclaim is thoughtfully stated and described (can create issue, have extracurricular activies like sports and clubs) but it is not refuted.

**Evidence/Elaboration: 4**

- **Comprehensive evidence from source materials (facts and details) is integrated, relevant, and specific:** Specific details from both sources are used as evidence supporting the claims (helps students improve their mood reduce stress...communicate with more people other than their friends and family, do better in school, outlooks on colleges and jobs, know things about their community better) and (distracts us from our studies...).
- **Effective use of a variety of elaborative techniques:** Claims and source facts are elaborated upon to expand the argument (could help them in their future, may appear to be happier and more willing to do things, important to strive for a good education, many advantages and gives us an experience..., everyone an equal opportunity to use this time, to be great citizens) and (it could potentially harm your grades...free time instead of always rushing around).
- **Vocabulary is clearly appropriate for the audience and purpose**
- **Effective, appropriate style enhances content:** The argument is balanced with evidence and elaboration and offers details for the opposing argument. Quotes are well balanced by further explanations.

**Conventions: 2**

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #3

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*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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There are many great things that come out of community service. Like learning selflessness, work ethic, and a sense of decency. But is requiring that in to graduate really logical. I think not.

One reason think we should not have mandatory community service is that it's time consuming. For example, "We are already busy with obligations regulated to our education," said the author of *A Disservice to Community Service*. This means that we are already packed full with other work from school. Also most people in the highschool are in some sort of extracurricular activities. There's just not enough time.

Another reason is that people are doing it for the wrong reasons. When people volunteer to do community service they are willing to work hard and do what they are told. Also, you learn many things like selflessness, work ethic, and a sense of decency. If you are being forced to complete tasks to graduate, are you really trying to learn or help anyone? For example, the article says, "this creates unwilling volunteers." This means that it makes people do it when they don't want to. so they won't work as hard.

Some people will say that requiring community service will still help students learn those characteristics. But in response I say that they are wrong. I say this because they don't want to be there. I know from experience that when my peers or myself don't want to be somewhere then they don't want to learn. This means that they will ignore and shut out the characteristics that are meant to be learned.

In conclusion, community service is an amazing thing. It is very useful and helps our community a lot. But, making people volunteer takes away the consequences of it. So, we should not have mandatory community service.

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### Organization/Purpose: 3

- **claim is clear, and the focus is mostly maintained for the purpose and audience:** The response makes a claim (I think not) that is maintained throughout.
- **adequate use of transitional strategies with some variety to clarify relationships between and among ideas:** Very general transitions occasionally link ideas leaving a formulaic effect.
- **adequate introduction and conclusion:** The opening presents a claim with a general background. The ending is a very general conclusion.
- **adequate progression of ideas from beginning to end; adequate connections between and among ideas:** The argument advances with a pattern of reasons, evidence, elaboration, includes a counterclaim which is refuted, and progresses to an end.
- **alternate and opposing argument(s) are adequately acknowledged or addressed:** The counterclaim is clearly stated and somewhat described (Some people will say that requiring community service will still help students learn these characteristics) and is refuted (I say they are wrong...they will ignore and shut out the characteristics...).

### Evidence/Elaboration: 3

- **Adequate evidence (facts and details) from source materials is integrated and relevant, yet may**

**be general:** Brief details from both sources are used as evidence supporting the claims (quotes from the one source...) and (general concepts from the other: learn many things like selflessness, work ethic and a sense of decency, help student learn those characteristics).

- **Adequate use of some elaborative techniques:** Claims and source facts are generally elaborated upon to expand the argument (it's time consuming, packed full with other work from school, There's just not enough time, doing it for the wrong reasons, are you really trying to learn or help anyone, my peers or myself don't want to be somewhere then they don't want to learn). There is little elaboration supporting the counterclaim details.
- **Vocabulary is generally appropriate for the audience and purpose**
- **Generally appropriate style is evident:** Some sense of voice.

**Conventions: 2**

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #4

3/3/2

Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.

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I do agree with “*A Disservice to Community Service*”. I don’t think that adding community service to an already over scheduled mind will help with good citizenship. Many kids have education on there mind. Adding on to that might decrease their educational time if they’re paying attention to community service.

First, I believe that community service is a good thing but should not be required. “Making it mandatory essentially creates unwilling “volunteers”.” I believe that is they include it/made it required then there would be absolutely no point in having if for “Good citizenship” as stated in “*Mandatory Community Service Equals More Community service.*”

In “*Mandatory Community Service Equals More Community Service*” it states that having this requirement “creates a well rounded student”. While, this could give students responsibility and yet it could out them under some stress. Most students are overscheduled and don’t need more to think about at the time.

In “*Mandatory Community Service Equals More Community Service*” it states “Generally, students who participate in community service tend to do better in school” More stress will not make them do better in school. It will more than likely make them less educated to pay attention to more things at one time.

In both articles they have two different opinions on this subject. In my opinion mandatory community service should not be required. As stated in “*A Disservice to Community Service*” “Students today are overscheduled.” Mandatory community service should not be required.

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### Organization/Purpose: 3

- **claim is clear, and the focus is mostly maintained for the purpose and audience:** The response makes a claim (I don't think...will help with good citizenship) that is maintained throughout.
- **adequate use of transitional strategies with some variety to clarify relationships between and among ideas:** Very general transitions occasionally link ideas leaving a repetitive, formulaic effect.
- **adequate introduction and conclusion:** The opening presents a claim with a general background. The ending is a very general conclusion.
- **adequate progression of ideas from beginning to end; adequate connections between and among ideas:** The argument advances with a pattern of refutations of the counterclaim with brief explanations.
- **alternate and opposing argument(s) are adequately acknowledged or addressed:** The counterclaim is clearly stated and generally explained, throughout perhaps more than the claim (is a good thing, for Good citizenship, creates a well rounded student, tend to do better in school,) and is repetitively refuted throughout (yet it could put them under some stress, More stress will not make them do better).

### Evidence/Elaboration: 3

- **Adequate evidence (facts and details) from source materials is integrated and relevant, yet may be general:** Brief quotes and details from both sources are used as evidence supporting the claims (quotes support the counterclaim) and brief details support the claim (over scheduled, unwilling volunteers, some stress).
- **Adequate use of some elaborative techniques:** Claims and source facts are generally elaborated upon to expand the argument (kids have education on there mind, don't need more to think about tat the time, more than likely

make them less educated to pay attention,) and (could give students responsibility). There is little elaboration supporting the counterclaim beyond quotes.

- **Vocabulary is generally appropriate for the audience and purpose**
- **Generally appropriate style is evident**

**Conventions: 2**

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #5

3/2/2

*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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Even though, many schools require mandatory volunteer hours, I do not agree with mandatory community service. Firstly, many people do not enjoy being forced to do things, and many people dread going to school in the first place. Making kids do an outside school activity just to graduate will anger some kids. This would make listening to complaints an everyday thing, and that would get annoying.

What if someone really smart, like 3.9 GPA refuses to do the community service work because they don't want to? What if a talented athlete with many scholarships, doesn't graduate because they don't have enough community service hours? This wouldn't only anger them, but probably the parents do. Maintaining good grades is hard enough as it is, but adding in unneeded work, or requirements could get frustrating. You would probably get a good amount of people not graduating, and for a lame reason too.

If our school were to make volunteer hours, then I would have a fit about it. Say kids who already are struggling to get their grades up in school, or even get their homework done, this is just an added stress. For me, I would do it, but once I hit the max I'd be done. If it's supposed to be volunteer hours, then why make it mandatory?

These are my reasons why no school should make any "volunteer" work mandatory. This would stress kids out, when many kids are stressed out by school itself. An added stress and use of time would have kids staying up later to get their homework done, or not getting it done and getting bad grades on it. This would make the schools reputation bad, and make the students grades worse, because mandatory "volunteer" hours.

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### **Organization/Purpose: 3**

- **claim is clear, and the focus is mostly maintained for the purpose and audience:** The response makes a claim (I do not agree with mandatory community service) that is maintained throughout.
- **adequate use of transitional strategies with some variety to clarify relationships between and among ideas:** Few transitions link ideas leaving a less organized effect.
- **adequate introduction and conclusion:** The opening presents a claim with somewhat of an introduction. The ending is a general conclusion.
- **adequate progression of ideas from beginning to end; adequate connections between and among ideas:** The argument is somewhat focused though the ideas seem random and not text-based.
- **alternate and opposing argument(s) are adequately acknowledged or addressed:** The counterclaim is not stated.

### **Evidence/Elaboration: 2**

- **some evidence (facts and details) from source materials may be weakly integrated, imprecise, repetitive, vague, and/or copied:** General details are somewhat included from one source (being forced to do things, struggling to get their grades up/homework, added stress).
- **weak or uneven use of elaborative techniques; development may rely on emotional appeal:** Claims are generally elaborated upon to expand the argument, though most explanations are extraneous and do not expand source concepts.
- **vocabulary use is uneven or somewhat ineffective for the audience and purpose**

- **inconsistent or weak attempt to create appropriate style:** The response is vaguely related to the source ideas, but a full structure is in place, and some source concepts are alluded to.

**Conventions: 2**

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #6

2/3/2

*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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Schools should not have mandatory community service, for students have too many other responsibilities to juggle. In the article “A Disservice to Community Service,” a student argues that making community service mandatory, it creates unwilling “Volunteers.” The point of community service is to join a cause willingly for the greater good of others, but if your right to make that decision is tripped, then you aren’t “volunteering.” Those who support mandatory community service often use the argument used in the article; “Mandatory Community Service Equals More Community Service,” that doing volunteer acts that benefit others has been found to have positive effects on the individual, like improving their mood, reducing stress and boosting self-esteem. While these most certainly are benefits, would the individual still have an improved mood, less stress and a self-esteem boost if they had to do community service against their will?

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### Organization/Purpose: 2

- **claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience:** The response states a claim (should not have mandatory community service).
- **inconsistent use of transitional strategies and/or little variety:** Few transitions link ideas.
- **introduction or conclusion, if present, may be weak:** The opening offers a claim with no introduction. The closing is brief but does offer a refutation.
- **uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas:** Ideas advance supporting a claim, though the progression is rapid with very brief comments building the argument.
- **alternate and opposing argument(s) may be confusing or not acknowledged:** A counterclaim is stated and described (doing volunteer acts, improving their mood, reducing stress...) and is refuted (While these...are benefits...if...against their will).

### Evidence/Elaboration: 3

- **Adequate evidence (facts and details) from source materials is integrated and relevant, yet may be general:** Specific details from both sources are used as evidence supporting the claims (creates unwilling Volunteers) and (improving their mood, reducing stress and boosting self-esteem).
- **Adequate use of some elaborative techniques:** Claims and source facts are generally elaborated upon to expand the argument (join a cause willingly for the greater good of others...is stripped, then you aren't volunteering) and (would the individual still have improved mood...against their will).
- **Vocabulary is generally appropriate for the audience and purpose**
- **Generally appropriate style is evident:** The structure is very basic and somewhat incomplete, but the evidence is specific. Elaboration is offered for each source fact resulting in a higher level of development in spite of the structural simplicity.

### Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #7

2/2/2

*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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In the story “A Disservice to Community Service” it points out that students are overscheduled, and they are right. You have to look at the students individually. In school, everyone works at a different pace. Some students might be faster than others and some might have more trouble in school, so they would have tons of homework that they already have to do. You have to take into consideration of how the school works as individual students.

Though, it doesn’t seem that many school require many hours a year. In the story “ Mandatory Community Service Equals More Community Service” it says the school only gives out 10 to 25 hours a year which is not much. You can choose when you do it and pick days you don’t have lots of homework on. Or you can make a schedule and participate in community service a few times a week to get your full time in early. You have many different options you can choose to do your community service.

In conclusion, I think that it is okay to have community service. Though, that just depends on the person. If you enjoy helping people out and doing things for your community, then do that. You most definitely will feel better about doing it if you volunteer because most times when people are told to do things they do the opposite or they don’t do it at all. If a school required to do community service they should give you an option. You should still be accountable for doing the same amount of time helping, but maybe they could do it in a way the individual student decides to do it in. There should be many different options for all the students required to do community service.

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### Organization/Purpose: 2

- **claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience:** The response implies a weak, indecisive claim (I think that it is okay to have community service). The response imposes conditions to make either side acceptable, but never clearly chooses a viewpoint.
- **inconsistent use of transitional strategies and/or little variety:** Some transitions link ideas.
- **introduction or conclusion, if present, may be weak:** The opening acknowledges the possibility of mandatory service, but suggests conditions rather than stating a claim.
- **uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas:** The argument is focused though seems to support both sources by offering alternative policies. There is a lack of focus leading to a decisive view.
- **alternate and opposing argument(s) may be confusing or not acknowledged:** There is no counterclaim. The response is more focused on contrasting the number of hours mandated and how this can be made acceptable. The implied claim and counterclaim are not aligned with the main concepts of the sources.

### Evidence/Elaboration: 2

- **some evidence (facts and details) from source materials may be weakly integrated, imprecise, repetitive, vague, and/or copied:** General details are included from both sources (students are overscheduled, tons of homework, do the opposite or they don't do it at all) and (10 out of 25 hours a year), though these facts are not used as evidence to support either policy.
- **weak or uneven use of elaborative techniques; development may rely on emotional appeal:** Source facts are generally elaborated upon though they support a position outside of the main Task (allowing students to have options). Elaboration is still on task, though it avoids the central idea of the sources and the Task.
- **vocabulary use is uneven or somewhat ineffective for the audience and purpose**

- **inconsistent or weak attempt to create appropriate style:** The overall style acknowledges both positions, but creates a new one.

**Conventions: 2**

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #8

2/2/2

*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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In the passages it talked about community service. The passage “Mandatory Community Service Equals More Community Service”, talks about how they think that its good that it is compulsory in high school for people to voluenteer their time for community service.

But I disagree with this statement. Although I feel it is good to volunteer for the community, as I feel it will help with future life skills, I feel like people should do it on their own. The definition for volunteering is “to offer ines self”. By making it manditory to be a volunteer, doesnt that defeat the whole purpose of a volunteer? If someone truly wants to volunteer, they will. And they will be happy with themselves for doing so. But if someone forces them into it, I don’t think they will have the same outlook.

Like it said in the other passage, “A Disservice to Comuntiy Service”, “Once you require someone to volunteer, is it still volunteering?” How about you ask yourself that same question. Do you agree with requiring someone to volunteer? I know I dont.

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### Organization/Purpose: 2

- **claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience:** The response states a claim (they think that its good...I disagree with this statement).
- **inconsistent use of transitional strategies and/or little variety:** Some transitions link ideas.
- **introduction or conclusion, if present, may be weak:** The opening offers background on the opposing view. The closing offers text support and a weak reiteration of the claim.
- **uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas:** The progression is text-based and focused, but never expands beyond a simple idea.
- **alternate and opposing argument(s) may be confusing or not acknowledged:** A counterclaim is generally stated and somewhat described (I feel it is good to volunteer, it will help with future life skills) and is somewhat refuted (I feel like people should do it on their own). The alternate view is minimally supported.

### Evidence/Elaboration: 2

- **some evidence (facts and details) from source materials may be weakly integrated, imprecise, repetitive, vague, and/or copied:** General details are very briefly referenced from the sources (is it still volunteering) and (future life skills). Most of the evidence is extraneous opinion with minimal text-support.
- **weak or uneven use of elaborative techniques; development may rely on emotional appeal:** Source facts are somewhat elaborated upon though there is little expansion beyond simple ideas (To offer ones self, defeat the whole purpose of a volunteer, will be happy... if someone forces...don't think they will have the same outlook).
- **vocabulary use is uneven or somewhat ineffective for the audience and purpose**
- **inconsistent or weak attempt to create appropriate style**

### Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.

## Grade 8 Argumentative #9

1/1/2

*Both Passages are about the topic of community service. Write an argumentative essay for your teacher in which you argue whether schools should or should not have mandatory community service. Be sure to address the opposing argument and use evidence from both passages to support your argument.*

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In my own mind, I don't really think it's unnecessary to do community service if you don't want to. If you have a choice, sure it might help you and your education and others around you, but that doesn't mean you might not enjoy it.

If I had to pick an answer, I'm sure I'd have to say no, because if you're getting dragged into something you don't want to or need to do, then I'd say not to do it, or talk to someone in order to either talk it out or try to get out of it. It seriously seems unnecessary to do anything you don't want to do, unless we're talking about something prison-wise, I don't see why you would ever have to get dragged into doing what you don't want to do.

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### Organization/Purpose: 1

- **claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience:** The response makes a somewhat ambiguous claim (I don't really think it's unnecessary to do community service). As a whole the claim seems to oppose the mandate, but the response lacks clarity.
- **few or no transitional strategies are evident:** Few transitions are used.
- **introduction and/or conclusion may be missing:** The opening states an unclear claim and the ending is simplistic and repetitive.
- **frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression:** Progression is static and repetitive. There is more of an immediate answer than a development of an argument.
- **alternate and opposing argument(s) may not be acknowledged:** A counterclaim is mentioned (sure it might help you and your education and others around you), though very simple.

### Evidence/Elaboration: 1

- **evidence (facts and details) from source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied:** No source material is incorporated to further an argument. Some details seem more coincidental than drawn-upon (not enjoy it).
- **minimal, if any, use of elaborative techniques; emotional appeal may dominate:** Elaboration is irrelevant and does not further an argument (getting dragged into it, something prison). There is no expansion of text ideas.
- **vocabulary is limited or ineffective for the audience and purpose**
- **little or no evidence of appropriate style**

### Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few consistent errors in any category. The response demonstrates adequate control of conventions.