

ESLCO/EO
Unit 2 In -Class Assessment
Paragraph Writing
March 25, 2024

This is a graded assignment.

Instructions :

In this assignment, you will write an opinion paragraph on the topic **“Should we eat less meat?”** You should think about the *environmental, health, and ethical* considerations surrounding meat consumption to present a well-rounded argument.

Use your notes from today’s lesson to write your paragraph.

Requirements

- A clear **thesis/topic statement** that presents your position on the topic.
- At least **two arguments/ reasons** supporting your thesis.
- Relevant statistics, facts, or examples to strengthen your arguments.
- Transition smoothly between ideas.
- A summary of your main points and a compelling closing statement.
- Bonus **ESLEO**: Acknowledge and respond to one potential counterargument to demonstrate critical thinking.
- Clear and concise language to effectively communicate your ideas.
- Sophisticated vocabulary related to the topic.
- A formal tone throughout the paragraph.
- Approximately 250-300 words in length.



The rubric below will be used as a guide to mark your paragraph

Note: Plagiarism will not be tolerated.

CRITERIA	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding	Paragraphs demonstrate limited understanding of the topic	Paragraphs demonstrate some understanding of the topic	Paragraphs demonstrate good understanding of the topic	Paragraphs demonstrate excellent understanding of topic
	beginning to be able to view, read, and listen to media works to obtain info and complete tasks	satisfactory ability to view, read, and listen to media works to obtain info and complete tasks	competently able to view, read, and listen to media works to obtain info and complete tasks	successfully able to view, read, and listen to media works to obtain info and complete tasks
Thinking	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is somewhat coherent organized. Some points stray from the topic. Some transitions used	Writing is coherent and logically organized with transitions used between ideas to create coherence.	Writing shows a high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion
EO	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates in depth analysis and evidence of original thought and support for the topic.
	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals a high degree of critical thinking.
Communication	Spelling, punctuation, and grammatical errors create distraction, making reading difficult	Most spelling, punctuation, and grammar are correct allowing the reader to progress through the essay.	Few spelling, punctuation, and grammatical errors allow the reader to follow ideas clearly.	Free of glaring spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
Application	Elementary form with little or no variety in sentence structure, diction, or emphasis.	Approaches advanced level usage of some variety in sentence patterns, diction.	Attains advanced level style; tone is appropriate; sentence variety used effectively.	Outstanding style; tone used effectively; creative use of sentence structure