

Distinguished Argumentative Anchor

Procrastination is a word that evokes a negative feeling in most people. We have been told all our lives that it is bad. However, this is not necessarily the case. If you control procrastination, and make the work you do more fun, it can actually be beneficial for you.

You are told that procrastination can only lead to stress and cause your work to suffer. What I find is that with self-control, it cannot only allow you leisure time, but it can also help benefit the work that is being procrastinated. When kids come home from school, they are told to rush and do their homework immediately. They just got out of school and they don't even get a chance to breathe before more work is shoved down their throat. This leads to stress and boredom. The students will rush through their homework so that they can relax. This can lead to errors and cause more problems. A better way to solve this problem is to put off the work for a set time and unwind and relax for a while. Then go do the work that has been assigned after a nice relaxing break.

The key to the success of this method is having a set time that you will start working and it must be followed. It has been said that people who procrastinate "... do a poorer job when trying to get tasks finished at the last minute..." This statement from "A Stitch in Time" is true, but the article is specifying people who wait too long and take procrastination to the extreme. This is avoided with self-control. If you set a time that leaves you a lot of flexibility in your schedule to complete your task without rushing, then you will be able to think clearly and problem solve much more efficiently.

So, you have taken a break between your day at school/work, and the time you set to start the task has arrived, but you don't want to do it because it is a very undesirable job. Whether it be too hard, too time consuming, too gross, or too monotonous, there is a way to lighten the load. Say the task at hand is cleaning the bathroom. A great way to make it less of a chore is to play music you enjoy while cleaning. I do this while cleaning at my house, and it made what I thought was "cruel and unusual punishment" into a fun dance off with the broom! Doing something you enjoy while completing your task will make any job less daunting. Music works for cleaning, but what about work that requires reading and thinking like homework? In this case, music would probably do more harm than good. The essay "Structured Procrastination" provides a great solution to this problem "...For instance, students may choose to read a fun novel instead of studying for an upcoming test..." While at first glance this may seem to be a bad idea, it presents a great idea. If you have a test to study for, try alternating between studying and doing something enjoyable like reading a chapter of a good book or listening to a song or two before going back to studying. These little breaks act as rewards and are incentives to study more.

Procrastination is, in a way, a "blessing in disguise." It's supposed to be a bad thing that can only cause trouble and create bad results, but if you tame it and control it, it can be overcome and used to benefit you. If you learn to handle procrastination in a healthy way, you can succeed.

Distinguished Argumentative Anchor

	Distinguished (4)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
Topic and organization (4points):	<ul style="list-style-type: none"> *Effectively introduces a claim *Clear and logical progression of reasons and ideas *The structure creates cohesion and includes claim, reasons, counterclaim, and concluding paragraph *Use of words and phrases that show strong relationships among claim, reason, and evidence 	<ul style="list-style-type: none"> *Clearly introduces a claim *Some evidence of a logical progression of ideas * The structure has a claim and reasons, and attempts a counterclaim and concluding paragraph *Appropriate use of words and phrases to connect ideas and show relationship among claim, reasons, and evidence 	<ul style="list-style-type: none"> *Attempts to introduce a claim, but it is not clear *Organizational structure is inconsistent; progression of ideas illogical *Attempts claim, a reason, little or no counterclaim, and conclusion but may be incomplete or unclear *Ineffective or little use of words or phrases to connect ideas and connections are unclear 	<ul style="list-style-type: none"> *Does not introduce a claim, or the claim must be inferred *Lack of structure or no evident structure makes essay difficult to understand Missing elements such as claim, reasons, counterclaim and/or conclusion *Minimal or no words or phrases to connect ideas 	<ul style="list-style-type: none"> *Copied or blank

	Distinguished (4-5)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
Evidence and Development(5points):	<ul style="list-style-type: none"> *Supports the claim with well chosen and relevant evidence, citations, quotations, and /or concrete examples from the text *Clearly explains and elaborates on the facts, citations, personal examples, or quotations *Uses parenthetical citation correctly and/or uses an introductory phrase naming author or source with a comma or another highly effective lead in 	<ul style="list-style-type: none"> *Develops the claim with relevant facts, citations, quotations, and /or concrete examples from the text *Explains and elaborates on the facts, citations, or quotations *Clearly cites the source the evidence came from by referencing author, title, paragraph, or source # in some way 	<ul style="list-style-type: none"> *Attempts to support claim with evidence and facts, citation, or quotation from the text but may not be relevant or clear *May not explain or elaborate on the fact, citation, or quotations *May fail to cite the source or cite incorrectly- inadvertent plagiarism 	<ul style="list-style-type: none"> *No facts, citations, or quotations from the text to support claim or reasons *Little to no explanation attempted or used to explain *No references to sources 	<ul style="list-style-type: none"> *Plagiarized on purpose *Literally cut and pasted from source

	Proficient (3)	Developing (2)	Beginner (1)	No score 0
Language and Conventions (3points)	<ul style="list-style-type: none"> *Formal style and academic tone *Varied Sentence structure *Errors do not interfere with meaning *Full command of English language *Few spelling or grammatical errors 	<ul style="list-style-type: none"> *Attempts to establish a formal academic tone, but it is not maintained *May contain some variety of sentences, but many are simple sentences *Errors sometimes interfere with meaning *Partial command of English language *Some spelling or grammatical errors 	<ul style="list-style-type: none"> *Uses I, me, and first person rather than an academic tone *simple sentences *Errors often interfere with meaning *Little command of English language *Many spelling or grammatical errors 	<ul style="list-style-type: none"> *blank or unreadable *plagiarized on purpose

Score: 11/12

Topic/Organization: 4

Evidence/Development: 4

Language/Conventions: 2

Distinguished Argumentative Anchor Feedback

- An effective introduction engages the reader and states an alternate position regarding procrastination (“Procrastination . . . evokes a negative feeling in most people,” “have been told all our lives that it is bad”), refutes it (“this is not necessarily the case”), and states the student’s claim (“If you control procrastination, and make the work you do more fun, it can actually be beneficial for you”).
- The response employs an organizational strategy that presents reasons and evidence logically. The body of the essay consists of three arguments (“with self control, it can not only allow you leisure time, but it can also help benefit the work that is being procrastinated,” “The key to the success of this method is having a set time that you will start working,” “Doing something you enjoy while completing your task will make any job less daunting”).
- Claims are supported with clear reasons and relevant evidence. A variety of elaborative techniques are used, such as scenarios (“When kids come home from school”), concession/rebuttal (“This statement from ‘A Stitch in Time’ is true, but . . . is specifying people who wait to long and take procrastination to the extreme,” “While at first glance this may seem to be a bad idea, it presents a great idea”), self as expert (“I do this while cleaning at my house”), and problem solving (“If you have a test to study for, try alternating between studying and doing something enjoyable”).
- Opposing arguments are acknowledged (“a bad thing that can only cause trouble and create bad results”) and countered (“but if you tame it and control it, it can be overcome and used to benefit you”) in the conclusion.
- An appropriate conclusion shows audience awareness and refers to procrastination as a “blessing in disguise.”
- Formal style is established and maintained.
- Varied sentence structure.
- Few spelling or grammatical errors.

Argumentative Anchor I

Is procrastination always a bad thing even if you manage your time wisely? Many people think that procrastinating is a bad thing all of the time because it means you are not doing what you are meant to be doing. Although, what if you managed how much you procrastinated and used your time wisely and still got your task or tasks done?

You can procrastinate for many reasons. You could have committed to doing too many projects and now you feel overworked and you start to put off all of the work, maybe you want your work to be perfect and you spend too much time on it then you could get overwhelmed because you're trying to make it perfect and you can't, or you might just not have the motivation to do the work also causing you to put off the work. A good way to stop yourself from procrastinating too much is to get rid of all distractions. For instance turn your phone, computer, and tv off. Also make sure that you have a tidy work space that isn't cluttered with things that can distract you from what you are meant to be working on.

There are ways that you can procrastinate a little bit but still get your work done as long as you manage your time wisely. It's called "the theory of structured procrastination". This theory states that you are free to procrastinate as much as you want but you are not allowed to do anything else except your task. Sometimes people will not choose to do their task so they end up deciding to do nothing. After a while it will get boring or even more difficult to do nothing rather than doing one of your tasks so the person will end up choosing to start one of their tasks. Also if you need to you can take breaks in between working so that you don't get stressed or too overwhelmed.

While there may be problems procrastinating there are also benefits to it. If you manage your time by using "the theory of structured procrastination" you will still get your tasks done and they may seem easier since you are not overworking yourself and can take breaks if needed. The problem with procrastinating is if you do not manage your time you will end up not getting anything done. This can result in you failing a class, possibly losing your job, or you might have to cancel plans you have made so that you can finish your work. While procrastinating and not managing your time is definitely a problem it could also be a benefit if you think about it. Not getting your work done and getting in trouble, or feeling overwhelmed can be a lesson and next time you get work you will choose to do it and not procrastinate on it.

In conclusion I think that procrastinating a little is alright as long as you manage your time wisely.

Argumentative Anchor I

	Distinguished (4)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
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	Distinguished (4-5)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
Evidence and Development(5points):	<ul style="list-style-type: none"> *Supports the claim with well chosen and relevant evidence, citations, quotations, and /or concrete examples from the text *Clearly explains and elaborates on the facts, citations, personal examples, or quotations *Uses parenthetical citation correctly and/or uses an introductory phrase naming author or source with a comma or another highly effective lead in 	<ul style="list-style-type: none"> *Develops the claim with relevant facts, citations, quotations, and /or concrete examples from the text *Explains and elaborates on the facts, citations, or quotations *Clearly cites the source the evidence came from by referencing author, title, paragraph, or source # in some way 	<ul style="list-style-type: none"> *Attempts to support claim with evidence and facts, citation, or quotation from the text but may not be relevant or clear *May not explain or elaborate on the fact, citation, or quotations *May fail to cite the source or cite incorrectly- inadvertent plagiarism 	<ul style="list-style-type: none"> *No facts, citations, or quotations from the text to support claim or reasons *Little to no explanation attempted or used to explain *No references to sources 	<ul style="list-style-type: none"> *Plagiarized on purpose *Literally cut and pasted from source

	Proficient (3)	Developing (2)	Beginner (1)	No score 0
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Score: 9/12

Topic/Organization: 3

Evidence/Development: 3

Language/Conventions: 3

Argumentative Anchor I Feedback

- Though not explicitly stated, the response introduces a claim (procrastination is not a problem as long as you manage your time).
- An organizational strategy is used to present reasons and evidence. The first and second body paragraphs are focused on providing both sides of the argument and mostly summarize the passages. The student's argument begins to take shape in the third body paragraph, and original thoughts become more prevalent.
- Claims are supported with reasons and relevant evidence. There are several argumentative techniques used in the response, such as concession/rebuttal ("While procrastinating and not managing your time is definitely a problem it could also be a benefit if you think about it") and causal reasoning ("Not getting your work done and getting in trouble . . . can be a lesson . . . you will choose to do it and not procrastinate on it").
- The response attempts to acknowledge counterclaims as appropriate ("Many people think that procrastination is a bad thing"). • The essay concludes with a restatement of the student's position ("procrastinating a little bit is alright as long as you manage your time wisely")
- The response effectively varies sentence patterns for reader interest and style. Simple, compound, and complex sentences are used.
- The few errors present do not interfere with meaning.



Argumentative Anchor II

What are the benefits for allowing oneself to procrastinate a little? I know how hard it is not to procrastinate. Sometimes I would love, to be outside, read a book, or play a game. Well it's good to do so. Let me explain it for you.

You may be wondering what does procrastination mean. Procrastination means when tasks are out off till later. Before I read the passages, "A Stitch in Time" and "Structured Procrastination", I thought I was doing the wrong thing. However, when I read them I belived I was doing the right thing.

In passage one, "A Stitch in Time", it talked about how "doing something today will save you much more work later on." I found this on paragraph one, sentence two. I would have to agree and disagree. I would agree because it does put more pressure on you the next day. I disagree because it gives you more time that day to do other things.

In passage two, "Structured Procrastination", it says "Almost everyone is prone to procrastinating once in a while, and many people could even admit to procrastinating all the time." I found this information in paragraph one, sentence one. I am one of those many people who can admit I do it all the time. To me, it helps a lot because I get mad at stuff, like homework, all the time.

In conclusion, procrastinate a little is good. Even if you are an A student or an AB student it is good to do. Many people may say that it is not good to do all the time. Through my eyes it is and it may also seem right through yours to. This is how procrastinating benefits for people to get work done.

Argumentative Anchor II

	Distinguished (4)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
Topic and organization (4points):	<ul style="list-style-type: none"> •Effectively introduces a claim *Clear and logical progression of reasons and ideas *The structure creates cohesion and includes claim, reasons, counterclaim, and concluding paragraph •Use of words and phrases that show strong relationships among claim, reason, and evidence 	<ul style="list-style-type: none"> *Clearly introduces a claim *Some evidence of a logical progression of ideas * The structure has a claim and reasons, and attempts a counterclaim and concluding paragraph *Appropriate use of words and phrases to connect ideas and show relationship among claim, reasons, and evidence 	<ul style="list-style-type: none"> *Attempts to introduce a claim, but it is not clear *Organizational structure is inconsistent; progression of ideas illogical *Attempts claim, a reason, little or no counterclaim, and conclusion but may be incomplete or unclear *Ineffective or little use of words or phrases to connect ideas and connections are unclear 	<ul style="list-style-type: none"> *Does not introduce a claim, or the claim must be inferred *Lack of structure or no evident structure makes essay difficult to understand Missing elements such as claim, reasons, counterclaim and/or conclusion *Minimal or no words or phrases to connect ideas 	<ul style="list-style-type: none"> *Copied or blank

	Distinguished (4-5)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
Evidence and Development(5points):	<ul style="list-style-type: none"> *Supports the claim with well chosen and relevant evidence, citations, quotations, and /or concrete examples from the text *Clearly explains and elaborates on the facts, citations, personal examples, or quotations *Uses parenthetical citation correctly and/or uses an introductory phrase naming author or source with a comma or another highly effective lead in 	<ul style="list-style-type: none"> *Develops the claim with relevant facts, citations, quotations, and /or concrete examples from the text *Explains and elaborates on the facts, citations, or quotations *Clearly cites the source the evidence came from by referencing author, title, paragraph, or source # in some way 	<ul style="list-style-type: none"> *Attempts to support claim with evidence and facts, citation, or quotation from the text but may not be relevant or clear *May not explain or elaborate on the fact, citation, or quotations *May fail to cite the source or cite incorrectly- inadvertent plagiarism 	<ul style="list-style-type: none"> *No facts, citations, or quotations from the text to support claim or reasons *Little to no explanation attempted or used to explain *No references to sources 	<ul style="list-style-type: none"> *Plagiarized on purpose *Literally cut and pasted from source

Language and Conventions (3points)		Proficient (3)	Developing (2)	Beginner (1)	No score 0
	N/A	<ul style="list-style-type: none"> *Formal style and academic tone *Varied Sentence structure *Errors do not interfere with meaning *Full command of English language *Few spelling or grammatical errors 	<ul style="list-style-type: none"> *Attempts to establish a formal academic tone, but it is not maintained *May contain some variety of sentences, but many are simple sentences *Errors sometimes interfere with meaning *Partial command of English language *Some spelling or grammatical errors 	<ul style="list-style-type: none"> *Uses I, me, and first person rather than an academic tone *simple sentences *Errors often interfere with meaning *Little command of English language *Many spelling or grammatical errors 	<ul style="list-style-type: none"> *blank or unreadable *plagiarized on purpose

Score: 6/12

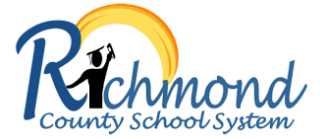
Topic/Organization: 2

Evidence/Development: 2

Language/Conventions: 2

Argumentative Anchor II Feedback

- The response attempts to introduce the claim that procrastination is good. The introduction uses a rhetorical question (“What are the benefits for allowing oneself to procrastinate a little?”) and self as expert (“I know how hard it is”) before making the student’s claim.
- An organizational structure is attempted. The topic is introduced in the first paragraph. The student attempts to define procrastination and relate it to his or her own personal life in the second paragraph before using the next two paragraphs to do the same with each of the two sources.
- There is an attempt to develop and support the claim; however, the student occasionally fails to make clear arguments (“I thought I was doing the wrong thing. However, when I read them I belived I was doing the right thing,” “I would have to agree and disagree”). The response does make specific reference to the passages but not always in support of a purposeful argument. The student frequently uses a self-as-expert technique, although it is not done effectively (“it helps a lot because I get mad at stuff, like homework, all the time”).
- The conclusion, while not particularly well executed, is stronger than most of the essay. The point is stated, an alternate position is acknowledged, and audience awareness is demonstrated. • The overly personal and informal tone of this response is not appropriate for the purpose.
- The response does not vary sentence patterns. Most sentences are overly simple, which detracts from style and reader interest.
- Errors in spelling (“till,” “belived,” “procratinating”), word usage (“to” for “too”), and verb tense (“procrastinate” for “procrastinating”) are present but do not overly affect meaning.



Argumentative Anchor III

I think that procrastination is bad because it can effect you in so many types of way like when you have to do your work it gets you and it catches you mind on something that gets your attention when you try to do stuff and it messes you up and it can cause some stuff to go wrong. and it causes to necessary task away and to avoid doing difficult work thats why i think that procrastination is bad for people.

Argumentative Anchor III

Topic and organization (4points):	Distinguished (4)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
	<ul style="list-style-type: none"> Effectively introduces a claim Clear and logical progression of reasons and ideas The structure creates cohesion and includes claim, reasons, counterclaim, and concluding paragraph Use of words and phrases that show strong relationships among claim, reason, and evidence 	<ul style="list-style-type: none"> Clearly introduces a claim Some evidence of a logical progression of ideas The structure has a claim and reasons, and attempts a counterclaim and concluding paragraph Appropriate use of words and phrases to connect ideas and show relationship among claim, reasons, and evidence 	<ul style="list-style-type: none"> Attempts to introduce a claim, but it is not clear Organizational structure is inconsistent; progression of ideas illogical Attempts claim, a reason, little or no counterclaim, and conclusion but may be incomplete or unclear Ineffective or little use of words or phrases to connect ideas and connections are unclear 	<ul style="list-style-type: none"> Does not introduce a claim, or the claim must be inferred Lack of structure or no evident structure makes essay difficult to understand Missing elements such as claim, reasons, counterclaim and/or conclusion Minimal or no words or phrases to connect ideas 	<ul style="list-style-type: none"> Copied or blank
Evidence and Development(5points):	Distinguished (4-5)	Proficient (3)	Developing (2)	Beginner (1)	No score 0
	<ul style="list-style-type: none"> Supports the claim with well chosen and relevant evidence, citations, quotations, and /or concrete examples from the text Clearly explains and elaborates on the facts, citations, personal examples, or quotations Uses parenthetical citation correctly and/or uses an introductory phrase naming author or source with a comma or another highly effective lead in 	<ul style="list-style-type: none"> Develops the claim with relevant facts, citations, quotations, and /or concrete examples from the text Explains and elaborates on the facts, citations, or quotations Clearly cites the source the evidence came from by referencing author, title, paragraph, or source # in some way 	<ul style="list-style-type: none"> Attempts to support claim with evidence and facts, citation, or quotation from the text but may not be relevant or clear May not explain or elaborate on the fact, citation, or quotations May fail to cite the source or cite incorrectly- inadvertent plagiarism 	<ul style="list-style-type: none"> No facts, citations, or quotations from the text to support claim or reasons Little to no explanation attempted or used to explain No references to sources 	<ul style="list-style-type: none"> Plagiarized on purpose Literally cut and pasted from source
Language and Conventions (3points)	Proficient (3)	Developing (2)	Beginner (1)	No score 0	
	<ul style="list-style-type: none"> Formal style and academic tone Varied Sentence structure Errors do not interfere with meaning Full command of English language Few spelling or grammatical errors 	<ul style="list-style-type: none"> Attempts to establish a formal academic tone, but it is not maintained May contain some variety of sentences, but many are simple sentences Errors sometimes interfere with meaning Partial command of English language Some spelling or grammatical errors 	<ul style="list-style-type: none"> Uses i, me, and first person rather than an academic tone simple sentences Errors often interfere with meaning Little command of English language Many spelling or grammatical errors 	<ul style="list-style-type: none"> blank or unreadable plagiarized on purpose 	

Score: 3/12

Topic/Organization: 1

Evidence/Development: 1

Language/Conventions: 1

Argumentative Anchor III Feedback

- A weak claim is introduced (“procrastination is bad”).
- This one-paragraph response is too brief to demonstrate organizational structure.
- There is minimal support for the claims present. It is unclear whether the response is just giving examples of why procrastination is bad or if they are attempts at vague arguments (“like when you have to do your work it gets you,” “when you try to do stuff and it messes you up,” “and it causes to put necessary task away”) supported only by extensions.
- A weak concluding statement is present (“thats why i think that procrastination is bad for people”).
- Fragments, run-ons, and other sentence structure errors are present and impede readability.
- There are frequent errors in usage (“catches you mind,” “causes to put necessary task away”) that interfere with meaning. There is also a lack of proper capitalization and internal punctuation, both of which interfere with meaning.