Item 14

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 89 and 90 to see why this example would earn the maximum number of points.

Among the many bits of information wafting through the debate about owning exotic pets is the dwindling population of Bengal tigers in their natural habitat: according to License the Cats there are currently "fewer than 2000" Bengal Tigers on the Indian subcontinent where they live. It is stunning to realize that any group of anything so small would be so recognizable throughout the world. A town with fewer than 2000 residents would not even appear on a national map, or some state maps. A widget maker who produces fewer than 2000 widgets each year would not make any Forbes list. But we know Bengal tigers, and because we know them, we want what's best for them and their cousins, other big cats such as leopards, lions and panthers.

The physician's creed is to do no harm, and that principle must guide this issue. We can stay true to the creed best by licensing ownership of exotic pets.

Clearly, such a small population of cats could disappear very quickly through natural disasters, overhunting, disease, or other causes. With big cats in safe sanctuaries, we will preserve the species, plain and simple. Laboratories keep strains of deadly viruses alive well after they have been removed as a public threat. We can debate the precise number needed another time, but we would have a supply of breeding stock.

So much for the species, but we also have to do no harm to the individual cat, or bear, or hippo. And we can do that by making exotic pet ownership expensive and highly regulated. A potential owner would have to guarantee the benefits of the pet's future environment. A Siberian-Bengal tiger living in a two-room apartment in New York City—an actual case referenced in License for Cats!—would not get approved. A 2,000-acre sanctuary might.

The other article, Ban Ownership of Exotic Pets, brings up the case of Mike Tyson to argue that a full ban on exotic pet ownership is needed. However, the article states that "When Mike Tyson failed to acquire proper licensing for his tigers...U.S. authorities seized them." So even in that case, strict licensing laws solved the problem. This clearly shows that a full ban is unnecessary. Finally, with strict licensing guidelines in place, owners would have to submit to frequent inspections and pay heavy licensing fees which would fund the oversight. Again, we will have done no harm.

Seven-Point, Two-Trait Rubric

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/ her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.*	4	*The student's response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.* • Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience • Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence • Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns • Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) • Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that follows from and supports the argument presented
	3	*The student's response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.* • Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s) • Uses an organizational strategy to present claim(s), reasons, and evidence • Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns • Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence • Uses an appropriate tone and style fairly consistently for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented
	2	*The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.* • Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s) • Attempts to use an organizational structure, which may be formulaic • Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience's knowledge or concerns • Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak • Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	*The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.* • May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s) • May be too brief to demonstrate an organizational structure, or no structure is evident • Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience's knowledge or concerns • Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s) • Uses a style and tone that are inappropriate and/or ineffective • Provides a minimal or no concluding statement or section
	0	*The student's response is flawed for various reasons and will receive a condition code:* The condition codes can be found on page 92 of this guide.