

A student who scores a 4

-Knows expectations

-Perfect mastery

-Does what the prompt asks them to do?

-Understands prompt and knows the audience.

-Uses many transitions.

-Intro. & conclusion might be 2 sentences each.

Argumentative Essay Writing Rubric (Grades 6-11)			
Score	Statement of Purpose/Focus and Organization (4-point rubric)	Evidence/Elaboration (4-point rubric)	Conventions/Editing (2-point rubric begins at scorepoint 2)
4	<p>The response is fully sustained and consistently and purposefully <u>focused</u>:</p> <ul style="list-style-type: none"> claim is clearly stated, <u>focused</u> and strongly maintained *alternate or opposing claims are clearly addressed claim is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> effective, consistent use of a variety of <u>transitional strategies</u> to clarify the relationships between and among ideas logical progression of ideas from beginning to end effective <u>introduction</u> and <u>conclusion</u> for audience and purpose strong connections among ideas, with some syntactic variety <p>*Beginning in 7th grade</p>	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is cited, smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>-Pulls evidence from all passages.</p> <p>-Puts the passage in own words.</p>

A student who scores a 3

-Knows expectations

-Basic mastery

-Uses maybe 5 transitions.

3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • claim is clear and for the most part maintained, though some loosely related material may be present • alternate or opposing claims are included but may not be completely addressed • context provided for the claim is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate progression of Ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>-Some evidence from passage.</p>
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A student who scores a 2

-Knows expectations

-Not at mastery level.

-Knows there should be transitions but doesn't know any. Maybe uses one.

<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained <p>claim on the issue may be somewhat unclear and unfocused</p> <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • Weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques <p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose <p>-Not relevant info., some summarizing.</p>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling <p>-Constantly not capitalizing proper nouns.</p>
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A student who scores a 1

-Does not know expectations

1	<p>The response may be related to the topic but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is minimal, absent, in error, or irrelevant <p>The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose <p style="color: red; text-align: center;">-Maybe no evidence. Doesn't understand passage.</p>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
0	<p>Non-scorable code: Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>	<p>Non-scorable code: Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>	<p>The response demonstrates a lack of command of conventions.</p> <p style="color: red;">-Run-on sentences.</p> <p style="color: red;">-Error happening over & over.</p> <p style="color: red;">Sentences may need to be read again to understand.</p>