

# 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"> <li>claim is clearly stated, <u>focused</u> and strongly maintained</li> <li>*alternate or opposing claims are clearly addressed</li> <li>claim is introduced and communicated clearly within the purpose, audience, and task</li> </ul> <p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of <u>transitional strategies</u> to clarify the relationships between and among ideas</li> <li>logical progression of ideas from beginning to end</li> <li>effective <u>introduction</u> and <u>conclusion</u> for audience and purpose</li> <li>strong connections among ideas, with some syntactic variety</li> </ul> <p>*Beginning in 7<sup>th</sup> 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"> <li>use of evidence from sources is cited, smoothly integrated, comprehensive, relevant, and concrete</li> <li>effective use of a variety of elaborative techniques</li> </ul> <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<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"> <li>claim is clear and for the most part maintained, though some loosely related material may be present</li> <li>alternate or opposing claims are included but may not be completely addressed</li> <li>context provided for the claim is adequate within the purpose, audience, and task</li> </ul> <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"> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate progression of Ideas from beginning to end</li> <li>adequate introduction and conclusion</li> <li>adequate, if slightly inconsistent, connection among ideas</li> </ul>	<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"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul> <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p><b>-Some evidence from passage.</b></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><b>2</b></p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the claim but is insufficiently sustained</li> </ul> <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"> <li>• inconsistent use of basic transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> <li>• Weak connection among ideas</li> </ul>	<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"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul> <p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul> <p><b>-Not relevant info., some summarizing.</b></p>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>• adequate use of punctuation, capitalization, and spelling</li> </ul> <p><b>-Constantly not capitalizing proper nouns.</b></p>
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# A student who scores a 1

**-Does not know expectations**

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

## References and Citations-

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students use informal, in-text citations (e.g., MLA author or title tags).