**Grades 6-11 Argumentation/Persuasion Text-Based Writing Rubric October 2014**

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|  | **4 Points** | **3 Points** | **2 Points** | **1 Point** |
| **Purpose, Focus & Organization**  **Response is:** | Fully sustained & consistently focused for purpose, audience, & task. Clear claim effective organization; cohesive & complete.   * Strong Claim with little/no loose related material * Skillful transitional strategies * Logical progression of ideas * Satisfying intro/ending * Appropriate maintained style/tone * Clearly addresses alternate claims **(7th/8th grade only)** | Adequately sustained & generally focused purpose, audience, & task. Clear claim effective organization; cohesive & complete.   * Maintained claim with Some loosely related material * Adequate transitions * Adequate progressions * Appropriate style & tone | Somewhat sustained purpose, audience, & task. Loosely related/extraneous material, inconsistent organizational structure.   * Focused claim, insufficiently sustained * Inconsistent transitions * Uneven progression of ideas * Inadequate intro/conclusion * Insufficient address of alternate claim -7th/8th gr. only | Related to topic; no awareness of purpose, audience, & task. Little/no controlling idea or organizational structure.   * Absent/Confusing/ambiguous ideas * Alternate claims missing * Few/no transitional strategies * Extraneous ideas * Too brief to demonstrate focus/organization |
| **Evidence and Elaboration**  **Response Provides:** | Thorough/convincing, credible support for citing evidence. Effective use of sources, facts & details. Includes most of these:   * Smooth thorough integration of relevant evidence with precise reference to sources * Effective use of variety of elaboration techniques (definitions, quotes, examples) * Clear expression of ideas with precise language * Academic/domain specific vocabulary that is appropriate for audience and purpose * Varied sentence structure | Adequate support, citing evidence for writer’s claim. Use of sources, facts & details.   * Generally integrated/relevant evidence from sources. References general/imprecise. * Adequate use of elaboration * Adequate expression of ideas, some general language * Some Academic/domain specific vocabulary that is appropriate for audience and purpose * Varied sentence structure | Uneven, support/evidence for writer’s claim with partial use of sources, facts & details.   * Weak integrated evidence/sources * Erratic/irrelevant references/citations * Repetitive/ineffective elaboration * Imprecise/simple expression * Some use of Inappropriate domain-specific vocabulary * Limited/simple sentences | Minimal support/evidence for writer’s claim with little/no use of sources, facts & details.   * Minimal, absent, erroneous/irrelevant evidence or citations from material * Vague, unclear or confusion expressions * Limited/ often inappropriate language/vocabulary * Sentences limited to simple constructions |
| **Conventions of Standard English**  **Response Demonstrates:** | **This category begins at 2-point score** | **This category begins at**  **2-point score** | Adequate command of basic conventions. May include the following:   * Some minor errors in usage but no patterns of errors * Adequate use of punctuation, capitalization, sentence formation, and spelling | Partial command of basic conventions. May include the following:   * Various errors in usage * Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling   **ZERO response:** Demonstrates a lack of command of conventions, with frequent and severe errors often obscuring the meaning. |