**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
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| **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
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| **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. |