

FIRST DRAFT Common Core Argument Writing Rubric Grade 8 (6-2-10) (For on-demand writing.)

CC Anchor Writing Standard	4 Meets the Standard	3 Generally Meets the Standard	2 Partially Meets the Standard	1 Minimally Meets the Standard
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>1. The response is an argument that supports claims with clear reasons and relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • introduces claim(s), • acknowledges and distinguishes the claims from alternate or opposing claims, and • organizes the reasons and evidence logically. <p>b. The response</p> <ul style="list-style-type: none"> • supports claim(s) with logical reasoning and relevant evidence, • uses accurate, credible sources, and • demonstrates an understanding of the topic or text. (development) <p>c. The response uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (transitions)</p> <p>d. The response establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with generally clear reasons and relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • introduces claim(s), • generally acknowledges and distinguishes the claims from alternate or opposing claims, and • organizes the reasons and evidence in a generally logical manner. <p>b. The response</p> <ul style="list-style-type: none"> • generally supports claim(s) with logical reasoning and relevant evidence, • uses primarily accurate, credible sources, and • demonstrates an understanding of the topic or text. (development) <p>c. The response generally uses words, phrases, and clauses effectively to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (transitions)</p> <p>d. The response generally establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with partially clear reasons and somewhat relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • introduces claim(s) somewhat acceptably, • partially acknowledges and distinguishes the claims from alternate or opposing claims, and • organizes the reasons and evidence somewhat logically. <p>b. The response</p> <ul style="list-style-type: none"> • supports claim(s) with somewhat logical reasoning and some relevant evidence, using • uses a few accurate, credible sources, and • demonstrates a partial understanding of the topic or text. (development) <p>c. The response uses words, phrases, and clauses partially effectively to provide some cohesion and limited clarification of the relationships among claim(s), counterclaims, reasons, and evidence. (transitions)</p> <p>d. The response inconsistently establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with few or unclear reasons and little or no relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • simplistically introduces claim(s), • vaguely acknowledges and distinguishes the claims from alternate or opposing claims, and • illogically organizes the reasons and evidence. <p>b. The response</p> <ul style="list-style-type: none"> • supports claim(s) with little or no logical reasoning and relevant evidence, • uses few if any sources, and • demonstrates minimal understanding of the topic or text. (development) <p>c. The response ineffectively uses words, phrases, and clauses to create minimal cohesion. The relationships among claim(s), counterclaims, reasons, and evidence are unclear. (transitions)</p> <p>d. The response does not establish and/or maintain a formal style.</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a concluding statement or section that follows from and supports the argument presented.</p> <p>4. The response provides clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a generally effective concluding statement or section that follows from and supports the argument presented.</p> <p>4. The response, for the most part, successfully provides clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a partially effective concluding statement or section that inconsistently follows from and supports the argument presented.</p> <p>4. The response provides partially clear and coherent writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.</p>	<p>e. The response provides an ineffective or no concluding statement or section.</p> <p>4. The response provides unclear writing that lacks coherence and in which the development, organization, and style are inappropriate to task, purpose, and audience.</p>
--	---	--	---	--

(It is expected that students follow the conventions of Standard English. See CC Language Standards 1-2 or Convention Continuum.) (8th A page 2) **MACOMB ISD 2-23-11**

Condition codes that will result in a score of 0 for each trait:

- | | |
|--|-------------------------|
| 6. Off-topic | 8. Blank |
| 7. Illegible or written in a language other than English | 9. Insufficient to rate |