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

CC Anchor	4 Meets the Standard	Core Argument Writing Rubric G 3 Generally Meets the	2 Partially Meets the	1 Minimally Meets the Standard
Writing Standard		Standard	Standard	,
1. Write arguments	1. The response is an	1. The response is an argument	1. The response is an	1. The response is an argument
to support claims in	argument that supports	that supports claims with	argument that supports claims	that supports claims with few or
an analysis of	claims with clear reasons and	generally clear reasons and	with partially clear reasons	unclear reasons and little or no
substantive topics or	relevant evidence.	relevant evidence.	and somewhat relevant	relevant evidence.
texts, using valid			evidence.	
reasoning and	a. The response	a. The response	a. The response	a. The response
relevant and	• introduces claim(s),	• introduces claim(s),	• introduces claim(s)	• simplistically introduces
sufficient evidence.	 acknowledges and 	generally acknowledges	somewhat acceptably,	claim(s),
	distinguishes the claims	and distinguishes the claims	 partially acknowledges and 	 vaguely acknowledges and
	from alternate or opposing	from alternate or opposing	distinguishes the claims	distinguishes the claims from
	claims, and	claims, and	from alternate or opposing	alternate or opposing claims,
	• organizes the reasons and	• organizes the reasons and	claims, and	and
	evidence logically.	evidence in a generally	• organizes the reasons and	• illogically organizes the
		logical manner.	evidence somewhat	reasons and evidence.
			logically.	
	b. The response	b. The response	b. The response	b. The response
	• supports claim(s) with	• generally supports claim(s)	• supports claim(s) with	• supports claim(s) with little
	logical reasoning and	with logical reasoning and	somewhat logical reasoning	or no logical reasoning and
	relevant evidence,	relevant evidence,	and some relevant	relevant evidence,
	 uses accurate, credible 	 uses primarily accurate, 	evidence, using	• uses few if any sources, and
	sources, and	credible sources, and	 uses a few accurate, 	 demonstrates minimal
	demonstrates an	 demonstrates an 	credible sources, and	understanding of the topic or
	understanding of the topic	understanding of the topic or	 demonstrates a partial 	text. (development)
	or text. (development)	text. (development)	understanding of the topic	
			or text. (development)	
	c. The response uses words,	c. The response generally uses	c. The response uses words,	c. The response ineffectively uses
	phrases, and clauses to create	words, phrases, and clauses	phrases, and clauses partially	words, phrases, and clauses to
	cohesion and clarify the	effectively to create cohesion	effectively to provide some	create minimal cohesion. The
	relationships among claim(s),	and clarify the relationships	cohesion and limited	relationships among claim(s),
	counterclaims, reasons, and	among claim(s), reasons, and	clarification of the relationships	counterclaims, reasons, and
	evidence. (transitions)	evidence. (transitions)	among claim(s), counterclaims,	evidence are unclear. (transitions)
			reasons, and evidence.	
			(transitions)	
	d The manage	d The magnetic service Her	d The managed in a subject of the	d The response decrease set at 111.1
	d. The response establishes and	d. The response generally	d. The response inconsistently	d. The response does not establish
	maintains a formal style .	establishes and maintains a	establishes and maintains a	and/or maintain a formal style.
		formal style .	formal style.	

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

(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:

- 8. Blank
- 6. Off-topic7. Illegible or written in a language other than English
- 9. Insufficient to rate