

## Student Work Rubric - Argumentation Teaching Task - Grades 6-8

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
<b>Controlling Idea</b>	Attempts to address prompt. Makes an unclear or unfocused claim.		Addresses prompt. Makes a <b>general</b> claim with an <b>uneven focus</b> .		Addresses prompt. <b>Establishes and maintains a clear</b> claim.		Addresses prompt. Establishes and maintains a clear, <b>specific, and credible</b> claim.
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.		Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the claim</b> . <b>Inconsistently</b> cites sources.		Includes details, examples, and/or quotations from sources that are relevant to the claim <b>and supporting ideas</b> . <b>Consistently</b> cites sources with <b>minor formatting errors</b> .		Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>support</b> the claim and supporting ideas. <b>Consistently</b> cites sources <b>using appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of source material is irrelevant, incomplete, or inaccurate.		Explanation of source material is <b>minimal</b> or <b>contains minor errors</b> .		<b>Accurately</b> explains source material and <b>how it supports the argument</b> .		<b>Thoroughly</b> and accurately explains source material, <b>using reasoning</b> to support and <b>develop</b> the argument.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.		<b>Groups ideas and uses some transitions</b> to connect ideas, with <b>minor lapses in coherence or organization</b> .		<b>Groups and sequences</b> ideas to <b>develop the controlling idea</b> . Uses transitions <b>to clarify the relationships among claim(s), reasons, and evidence</b> .		<b>Groups and sequences ideas logically</b> to develop the controlling idea <b>and create cohesion</b> . Uses <b>varied</b> transitions to clarify the relationships among claim(s), reasons, and evidence.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing.  Language or tone is inappropriate.		<b>Errors</b> in standard English conventions <b>sometimes interfere with the clarity</b> of the writing.  Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.		<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.  Uses language and tone <b>appropriate to the audience and purpose</b> .		Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax</b> and <b>precise word choice</b> .  <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Additional Task Demands</b> (When applicable)	Does not address additional task demands.		Addresses additional task demands <b>superficially</b> .		Addresses additional task demands <b>adequately to support the argument</b> .		Addresses additional task demands <b>effectively to strengthen the clarity and development of the argument</b> .
<b>Disciplinary Content Understanding</b>	<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>		<i>Add criteria here</i>