

TNReady Grades 6-8 Argument Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. states a claim and maintains a sophisticated argument. utilizes effective organizational strategies to logically order reasons and evidence¹ to create a unified whole. effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s) to create cohesion. contains an effective and relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully support logical claim(s), while acknowledging and effectively refuting² counterclaim(s). thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear, insightful understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary³ appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.⁴ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. states a claim and maintains a clear argument. utilizes adequate organizational strategies to logically order reasons and evidence¹ to create a mostly unified whole. clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s), but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient evidence from the stimuli to adequately support logical claim(s), while acknowledging and refuting² counterclaim(s). adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a sufficient understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary³ appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.⁴ contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. states a weak argument. demonstrates an attempt to use organizational strategies to order some reasons and evidence,¹ but ideas may be hard to follow at times. clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s), but there are lapses in focus. contains a limited concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence from the stimuli to partially support claim(s) and counterclaim(s). Some evidence may be inaccurate or repetitive. explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary.³ illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.⁴ contains frequent errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. states an unclear argument. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among claim(s), reasons, evidence,¹ and counterclaim(s); concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support claim(s) and counterclaim(s). Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic, task, and stimuli. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary.³ illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style and an objective tone. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.⁴ contains numerous and repeated errors that seriously impede meaning.

¹ Evidence includes facts, definitions, concrete details, quotations, or other information appropriate to the task and stimuli.

² Acknowledgement of counterclaim(s) is expected in grades 6–8. Refutation of counterclaim(s) is expected at grade 8.

³ Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

⁴ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.