

# TNReady Grades 6-8 Argument Rubric

Revised: May 2017

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

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

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

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

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