

**Argumentation Text-Based Writing Rubric  
History/Social Studies, Science, & Technical Subjects  
Grade 6-8**

	Score of 4	Score of 3	Score of 2	Score of 1
<b>Reading/Research</b> 2 x =	The writing – <ul style="list-style-type: none"> <li>▪ makes effective use of available resources</li> <li>▪ skillfully/effectively supports claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ makes adequate use of available resources</li> <li>▪ supports claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ makes limited use of available resources</li> <li>▪ inconsistently supports claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ inconsistently uses credible sources*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ makes inadequate use of available resources</li> <li>▪ fails to support claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>▪ attempts to use credible sources*</li> </ul>
<b>Development</b> 3 x =	The writing – <ul style="list-style-type: none"> <li>▪ addresses all aspects of the writing task with a tightly focused response</li> <li>▪ skillfully quotes and/or paraphrases data and conclusions of others while avoiding plagiarism</li> <li>▪ establishes the significance of a credible claim or conclusion</li> <li>▪ effectively acknowledges and distinguishes the claim(s) from alternate or opposing claims</li> <li>▪ skillfully supports claim(s) with logical reasoning and relevant and sufficient evidence</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ addresses the writing task with a focused response</li> <li>▪ quotes and/or paraphrases data and conclusions of others while avoiding plagiarism</li> <li>▪ establishes a credible claim or conclusion</li> <li>▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims</li> <li>▪ supports claim(s) with logical reasoning and relevant and sufficient evidence</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ addresses the writing task with an inconsistent focus</li> <li>▪ inconsistently quotes and/or paraphrases data and conclusions of others while avoiding plagiarism</li> <li>▪ attempts to establish a plausible claim or conclusion</li> <li>▪ inconsistently supports claim(s) with logical reasoning and relevant and sufficient evidence</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ attempts to address the writing task but lacks focus</li> <li>▪ attempts to quote and/or paraphrase data and conclusions of others while avoiding plagiarism</li> <li>▪ attempts to establish a claim or conclusion</li> <li>▪ supports claim(s) using evidence that is insufficient and/or irrelevant</li> </ul>
<b>Organization</b> 2 x =	The writing – <ul style="list-style-type: none"> <li>▪ effectively introduces the claim(s)</li> <li>▪ organizes the reasons and evidence logically in a manner that supports the writing task</li> <li>▪ effectively uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented</li> <li>▪ effectively uses technology to organize and present the relationships between information and ideas*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ introduces the claim(s)</li> <li>▪ organizes the reasons and evidence logically</li> <li>▪ uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>▪ provides a concluding statement or section that follows from and supports the argument presented</li> <li>▪ uses technology to organize and present the relationships between information and ideas*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s)</li> <li>▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive)</li> <li>▪ inconsistently uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>▪ provides a sense of closure</li> <li>▪ inconsistently uses technology to organize and present the relationships between information and ideas*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ identifies the claim(s)</li> <li>▪ has little or no evidence of purposeful organization</li> <li>▪ attempts to use technology to organize and present the relationships between information and ideas*</li> </ul>
<b>Language/Convention</b> S 1 x =	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates an exemplary command of standard English conventions</li> <li>▪ skillfully employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are skillfully constructed with appropriate variety in length and structure</li> <li>▪ follows standard format for citation with few errors*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>▪ employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are generally complete with sufficient variety in length and structure</li> <li>▪ follows standard format for citation with few errors*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</li> <li>▪ inconsistently employs language and tone appropriate to audience and purpose</li> <li>▪ has some sentence formation errors and/or a lack of sentence variety</li> <li>▪ follows standard format for citation with several errors*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>▪ employs language and tone that are inappropriate to audience and purpose</li> <li>▪ has frequent and severe sentence formation errors and/or a lack of sentence variety</li> <li>▪ follows standard format for citation with significant errors*</li> </ul>