

Argument Writing Rubric Grade 8

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces precise claim(s) (9-10W1a) ▪ distinguishes the claim(s) from alternate or opposing claims (9-10W1a) ▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence (9-10W1a) ▪ uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (9-10W1c) ▪ skillfully provides a concluding statement or section that follows from and supports the argument presented (9-10W1e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) (8W1a) ▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a) • organizes reasons and evidence logically (8W1a) • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c) • provides a concluding statement or section that follows from and supports the argument presented (8W1e) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the claim(s) ▪ attempts to acknowledge and distinguish the claim(s) from alternate or opposing claims ▪ attempts to organize reasons and evidence logically ▪ attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ attempts to provide a concluding statement or section that follows from and supports the argument presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little or no attempt to introduce the claim(s) • makes little or no attempt to acknowledge and distinguish the claim(s) from alternate or opposing claims • makes little or no attempt to organize reasons and evidence logically • makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented • makes little to no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	Organization/Purpose = 2 X
<p>The writing –</p> <ul style="list-style-type: none"> ▪ develops the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns (9-10W1.b) ▪ uses relevant information from multiple authoritative print and digital sources (9-10W8) ▪ integrates information into the text selectively to maintain the flow of ideas avoids plagiarism (9-10W8) ▪ skillfully follows a standard format for citation, when appropriate (9-10W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b) ▪ uses accurate, credible resources (8W1b) ▪ uses relevant information from multiple print and digital sources (8W8) ▪ appropriately quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8) ▪ follows a standard format for citation, when appropriate (8W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to support claim(s) with clear reasons and relevant and sufficient evidence • attempts to use accurate, credible resources ▪ attempts to use relevant information from multiple print and digital sources ▪ attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism ▪ attempts to follow a standard format for citation, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little to no attempt to support claim(s) with clear reasons and relevant and sufficient evidence • makes little to no attempts to use accurate, credible resources • makes little or no attempt to use relevant information from multiple print and digital sources • makes little to no attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism • makes little to no attempt to follow a standard format for citation, when appropriate 	Evidence/Elaboration = 2 X

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (9-10W1d) ▪ skillfully demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)* ▪ has errors that do not interfere with understanding (9-10L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ establishes and maintains a formal style (8.W.1d) ▪ employs language and tone appropriate to purpose and audience (L3)* ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* ▪ has errors that do not interfere with understanding (8L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to establish and maintain a formal style • attempts to employ language and tone appropriate to purpose and audience • attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little to no attempt to establish and maintain a formal style • makes little to no attempt to employ language and tone appropriate to purpose and audience • makes little to no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding 	Language/Conventions =

Non-scorable responses: insufficient information, copied text, in language other than English, off topic, off purpose (see *Text-Based Scoring Guidelines*).

*Conventions Chart p. 3

CONVENTIONS CHART GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (L2c) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Comma, Ellipsis, Dash(8L2a):</p> <ul style="list-style-type: none"> To indicate a pause or break Ellipsis (...): To show omitted words) Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* 	<p>Verbs:</p> <ul style="list-style-type: none"> Correctly uses verbs in the active and passive voice (8L1b) Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c) Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d) Avoids inappropriate shifts in verb tense (8L1)* <p>Pronouns (previous grade L1c):</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* Avoids vague or ambiguous or unclear pronoun references* <p>Agreement (previous grade L1d) :</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags) Subjects and verbs agree (People who forget the words just hum the tune) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (previous grade L1g) 	<ul style="list-style-type: none"> Avoid “fused” sentences* Avoids sentence fragments* May use purposeful fragments.

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.