



Student Work Rubric: Argumentation Task, Grades 6–8

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED	
	1	1.5	2	2.5	3	3.5	4	
CONTROLLIN G IDEA	Makes an unclear or unfocused claim.		Makes a general claim that addresses the prompt , with an uneven focus .		Establishes and maintains a clear claim that addresses all aspects of the prompt.		Establishes and maintains a clear, specific , and credible claim that addresses all aspects of the prompt.	
SELECTION AND CITATION OF EVIDENCE	Includes minimal details from sources. Sources are used without citation.		Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.		Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas . Consistently cites sources with minor formatting errors .		Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format .	
DEVELOPMENT /EXPLANATION OF SOURCES	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explanation of ideas and source material is minimal or contains minor errors .		Accurately explains ideas and source material and how they support the argument .		Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.	
ORGANIZATIO N	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.		Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .		Groups and sequences ideas to develop the controlling idea . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .		Groups and sequences ideas logically to develop the controlling idea and create cohesion . Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.	
CONVENTIONS	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.		Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.		Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .		Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the	





ADDITIONAL TASK DEMANDS (WHEN APPLICABLE)	Does not address additional task demands.		Addresses additional task demands superficially .		Addresses additional task demands adequately to support the argument .		Addresses additional task demands effectively to strengthen the clarity and development of the argument .
DISCIPLINARY CONTENT UNDERSTAND -ING	Add criteria here		Add criteria here		Add criteria here		Add criteria here