English 2 Text-Dependent Writing: To Persuade (through Argument)

The English 2 Text-Dependent Writing (TDW) rubric is a holistic scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist teachers with evaluating the strengths and weaknesses of student argumentative writing in an instructional setting and on released TDW items and responses (when available). The TDW rubric for Argumentative Writing is a 6-point, 2-trait rubric.

Trait 1

This trait examines a student's ability to effectively establish a claim(s), address and refute a counterclaim(s), support the claim(s) with evidence from the text(s), and elaborate on the claim(s) with reasons and evidence. Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and coherence.

Score Point	Level	Descriptor
4	Exceeds Expectations	The 4-point response is a well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.
3	Meets Expectations	The 3-point response is a complete argument that develops and supports claims with sufficient text-based evidence.
2	Minimally Meets Expectations	The 2-point response is an incomplete argument that minimally supports claims with loosely related text-based evidence.
1	Does Not Meet Expectations	The 1-point response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.

Trait 2

This trait examines a student's ability to demonstrate control of language usage, conventions, and mechanics as embodied in E2.C.4 of the *2023 South Carolina College-and-Career-Ready ELA Standards* (SC CCR). Students are scored as *Meets expectations* or *Does Not Meet expectations*.

The TDW item will be administered for the first time during the spring of 2024 as a stand-alone field test. Beginning with the 2024-25 school year, the TDW item will be used operationally on the Writing Session of the EOCEP for English 2 and will replace the TDA item.

EOCEP for English 2 TDW Holistic Scoring Rubric
Six-point, Two-trait Rubric: To Persuade (through Argument)

Trait 1: *This trait examines a student's ability to effectively establish a claim(s), address and refute a counterclaim(s), support the claim(s) with evidence from the text(s), and elaborate on the claim(s) with reasons and evidence.*

Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and coherence.

Score Point	Structure	Development	Coherence
4 **Exceeds** Expectations *A well-developed argument that examines a topic and skillfully supports claims with clear reasons and relevant text-based evidence.*	- Makes a precise claim(s) that is focused on the task - Effectively maintains the claim(s) and focus throughout the response - Uses an organizational structure that effectively strengthens the response - Uses varied transitional words and phrases to skillfully create cohesion and clarify the relationships between claim(s), counterclaim(s), reasons, and evidence - Provides an effective introduction and a concluding statement or section that supports and enhances the argument presented	- Effectively demonstrates a thorough understanding of the task and topic - Smoothly integrates reasons that are supported by facts and relevant evidence from the text(s) - Smoothly integrates elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and/or text evidence to support an argument - Skillfully acknowledges and refutes a counterclaim(s) with relevant evidence	- Integrates precise vocabulary to skillfully strengthen and further ideas - Skillful use of varied sentence types and phrasing that contribute to the fluidity of ideas - Uses a voice that enhances the overall argument - Establishes and maintains a style and tone appropriate to the purpose and audience
3 **Meets** Expectations *A complete argument that develops and supports claims with sufficient text-based evidence.*	- Makes a claim(s) that is focused on the task - Maintains the claim(s) and focus throughout the response - Uses an organizational structure that strengthens the response - Uses varied transitional words and phrases to create cohesion and clarify the relationships between claim(s), counterclaim(s), reason, and evidence - Provides a sufficient introduction and a concluding statement or section that supports and enhances the argument presented	- Demonstrates an understanding of the task and topic - Includes reasons that are supported by facts and sufficient evidence from the text(s) - Adequate elaboration of thoughts which includes original student thinking combined with summary, paraphrasing, and/or text evidence to support an argument - Sufficiently acknowledges and refutes a counterclaim(s) with relevant evidence	- Integrates vocabulary to strengthen and further ideas - Uses varied sentence types and phrasing that contribute to the fluidity of ideas - Uses a voice appropriate to the overall argument - Uses a style and tone appropriate to the purpose and audience
2 **Minimally Meets** Expectations *An incomplete argument that partially supports claims with loosely related text-based evidence.*	- Makes a claim that may be unclear or insufficiently sustained within the response - Organizational structure may be repetitive or inconsistent - Uses transitions to connect ideas but cohesion is inconsistent - Introduction and concluding statement or section may be repetitive or ineffective	- Demonstrates a lack of understanding of the task - Inconsistently develops the argument using facts and evidence that may not support the claim(s) - Relies too heavily on the text(s) or is repetitive - Acknowledges a counterclaim that is loosely related to the argument	- Vocabulary and word choice may be limited or inconsistently used, showing a partial command of the expression of ideas - Sentence structure may be simplistic or lacking grade-appropriate language - Inconsistently establishes a style and tone appropriate to the purpose and audience but does not maintain it throughout the response
1 **Does Not Meet** Expectations *A weak attempt to write an argument and does not support claims with*	- Claim may be confusing or absent, demonstrating a misunderstanding of the task - Demonstrates little to no organizational structure - Transitions may be missing or confusing - Introduction and concluding statement or section may be missing or may be unrelated to the response	- Response may be too brief to demonstrate an understanding of the task or may consist mostly of a summary of the text(s) - Evidence from the text(s) may be missing or confusing - Elaboration of thoughts may consist of vague or confusing ideas	- Vocabulary and word choice may be unclear or confusing - Sentence structure may be confusing - Style and tone may be inappropriate to the purpose and audience

adequate text-based evidence.		- Counterclaim is missing or confusing	

EOCEP for English 2 TDW Holistic Scoring Rubric Six-point, Two-trait Rubric: To Persuade (through Argument)
Trait 2: *This trait examines a student's ability to demonstrate control of language usage, conventions, and mechanics as embodied in the 2023 SC CCR ELA Standards.*

Score Point	Descriptor
2 **Meets** Expectations	The student's response demonstrates a command of language usage and conventions. ● Demonstrates a consistent command of punctuation, capitalization, and spelling ● Uses clear and complete sentence structure, with variety Has minor errors in usage and/or conventions that do not interfere with meaning
1 **Does Not Meet** Expectations	The student's response demonstrates a weak command of language usage and conventions. ● Demonstrates an inconsistent command of punctuation, capitalization, and spelling ● Has patterns of fragments, run-ons, and other sentence structure errors that interfere with meaning Has frequent errors in usage and conventions that interfere with meaning
0	The student's response demonstrates a pattern of errors that significantly interfere with meaning.

Non-Scorable Code	Reason	Descriptor
B	Blank	The response area is completely blank.
R	Refusal	The response indicates a refusal to attempt the task (e.g., "I don't know.")
C	Copied	The response consists mostly of material copied from the text and contains little to no original student thinking.
I	Insufficient	The response is too limited to score.
UR	Unreadable	The response is made up of nonsense words, random keystrokes, or illegible handwriting.
OL	Other Language	The response is written in a language other than English.
OT	Off-Topic	The response makes no reference to the item or text provided but does not indicate a refusal.