**6-8 Argumentative Rubric**

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|  | 3+ | 3 | 2 | 1 |
| FOCUS | Write with a sharp, distinct focus identifying topic, task, and audience.  Introduce the precise claim. | Clearly introduce and state an opinion on a topic. | Attempt to introduce and state an opinion on a topic, but the details are unclear. | Fail to introduce and state an opinion on a topic. |
| CONTENT | Support each claim with the most relevant evidence with regards to audience’s knowledge level and concerns.  Use a variety of accurate, credible sources.  Demonstrate a clear understanding of the topic.  Fully acknowledge alternate or opposing claims. | Support claim with logical reasoning and relevant evidence.  Use accurate, credible sources.  Demonstrate an understanding of the topic.  Acknowledge alternate or opposing claim. | Partially support claim but some reasoning and evidence is irrelevant and/or lacking.  Use some accurate, credible sources.  Demonstrate a partial understanding of the topic.  Attempt to acknowledge alternate or opposing claim. | Lack support of claim with irrelevant and/or inadequate evidence.  Fail to use accurate, credible sources.  Fail to demonstrate an understanding of the topic.  Fail to acknowledge alternate or opposing claim. |
| ORGANIZATION | Organize the claim(s) with clear reasons and evidence  Clarify relationships among/between   * claims * reasons * evidence * counterclaims   Use transitions to link major sections of the text and create cohesion  Provide a concluding statement or section that follows the argument presented. | Organize the claim(s) with clear reasons and evidence  Clarify relationships among   * claim(s) * reasons * evidence * counterclaims   Use transitions to create cohesion  Provide a concluding statement or section that follows the argument presented. | Attempt to organize the claim(s) with insufficient reasons and evidence  Unclear relationships among     * claim(s) * reasons * evidence * counterclaims   Insufficient use of transitions creates lack of cohesion  Ineffective concluding statement. | Fail to make a claim and/or provide sufficient reasons and evidence  No relationship among   * claim(s) * reasons * evidence * counterclaims   Lack of transitions results in minimal cohesion  No concluding statement. |
| STYLE | Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  Use sentences of varying lengths and complexities  Creates tone and voice through precise language | Established and uses formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  Use a variety of sentences  Effective tone and voice | Inconsistently used formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  Some sentence variety is present, but other sentences are simplistic or awkward  Attempt to create tone and voice | Ineffective formal style with little control of language  Many sentences are unintentional fragments and/or run-ons and need to be rewritten  Ineffective tone and voice |
| CONVENTIONS | Demonstrate an above grade level control of the conventions of standard  English:   * grammar * usage * capitalization * punctuation * spelling | Demonstrate a grade-appropriate command of the conventions of standard English:   * grammar * usage * capitalization * punctuation * spelling | Demonstrate an attempt of the conventions of standard English:   * grammar * usage * capitalization * punctuation * spelling | Create confusion with errors in the conventions of standard English:   * grammar * usage * capitalization * punctuation * spelling |