

7th/8th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1)

(Revised 4-30-15)

Criterion	5 – Exceeds Grade Level	4 – Meets Grade Level	3 – Approaches Grade Level	2 - Below Grade Level	1 - Far Below Grade Level
Focus/ Claim CCSS -W: > 1a > 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces precise claim in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces reasonable claim in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces superficial claim in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Does not introduce a relevant claim and/or lacks a thesis statement
Organization/ Structure CCSS – W: > 1a > 1c > 1e > 4	<ul style="list-style-type: none"> Skillfully orients reader to topic in introduction Thoroughly develops claim(s) with relevant body paragraphs Creates seamless cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end Provides a meaningful and reflective conclusion which follows from and supports claim(s) 	<ul style="list-style-type: none"> Orients reader to topic in introduction Develops claim(s) with relevant body paragraphs Creates strong cohesion through transition/linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end Provides a conclusion that follows from and supports claim(s) 	<ul style="list-style-type: none"> Superficially orients reader to topic in introduction Superficially develops claim(s) with body paragraphs Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end Provides a conclusion which repetitively or partially supports claim(s) 	<ul style="list-style-type: none"> Inadequately orients reader to topic in introduction Inadequately develops claim(s) with minimal body paragraphs Uses limited and/or ineffective transition/linking words, phrases, or clauses Includes illogical progression of ideas from beginning to end Provides an inadequate and/or off-topic conclusion 	<ul style="list-style-type: none"> Does not orient reader to topic in introduction or introduction is missing Does not develop claim(s) with body paragraphs Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas Omits conclusion
Evidence CCSS -W: > 1b > 9	<ul style="list-style-type: none"> Provides comprehensive and credible evidence that supports the claim(s) Effectively integrates the evidence from source(s) 	<ul style="list-style-type: none"> Provides thorough and credible evidence that supports the claim(s) Competently integrates the evidence from source(s) 	<ul style="list-style-type: none"> Provides adequate and/or mostly credible that supports the claim(s) Inconsistently integrates the evidence from source(s) 	<ul style="list-style-type: none"> Provides insufficient evidence from source(s) that may lack credibility Ineffectively integrates the evidence from source(s) 	<ul style="list-style-type: none"> Provides inaccurate or no evidence Does not use or cite sources and/or text evidence
Analysis CCSS-W: > 1b > 9	<ul style="list-style-type: none"> Shows insightful understanding of topic or text Uses persuasive and valid reasoning to connect evidence with claim(s) Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic or text Uses valid reasoning to connect evidence with claim(s) Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic or text Uses some valid reasoning to connect evidence with claim(s) Minimally refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Shows limited and/or flawed understanding of topic or text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Shows no and/or inaccurate understanding of topic or text Reasoning is missing or does not connect evidence with claim(s) Does not acknowledge alternate or opposing claim(s)
Language CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic language and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic language and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic language and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic language and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Does not use academic language and domain-specific vocabulary appropriate for the audience and purpose
Format CCSS – W 8	(If applicable) Student avoided plagiarism and correctly followed a standard citation method with:	<ul style="list-style-type: none"> Few to no minor errors 	<ul style="list-style-type: none"> Several minor errors 	<ul style="list-style-type: none"> Multiple errors 	<ul style="list-style-type: none"> Pervasive Errors

ELA 7th/8th Rubric Alignment to CCSS

Strand	7 th Grade Standards	8 th Grade Standards
Writing	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a-2c are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.