

## Holistic Rubric for Grades 6-8 and 10: Argumentative Writing

This holistic rubric guides the evaluation of a student response by providing descriptions of sample characteristics for each score point. ELA/L responses are scored for both written expression and written conventions. A score is based on an overall analysis of what is included in a student’s response rather than what is missing. It is not necessary for a response to include all the sample characteristics.

### WRITTEN EXPRESSION

Points	Sample Characteristics
4 Points	<ul style="list-style-type: none"> <li>• Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.</li> <li>• States and supports claim(s) in an effective analysis of texts using effective reasoning and relevant evidence.</li> <li>• Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Includes ideas that are presented clearly and logically from beginning to end; there are strong connections between and among ideas.</li> <li>• Includes alternate or opposing claims that are clearly acknowledged and soundly addressed. (Not applicable in grade 6.)</li> </ul>
3 Points	<ul style="list-style-type: none"> <li>• Demonstrates an adequate understanding of ideas in the texts by providing a mostly accurate analysis supported with adequate textual evidence.</li> <li>• States and supports claim(s) in a mostly effective analysis of texts using mostly effective reasoning and evidence.</li> <li>• Develops mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience.</li> <li>• Includes ideas that are mostly clear and logical from beginning to end; there are connections between and among ideas.</li> <li>• Includes alternate or opposing claims that are mostly acknowledged and addressed. (Not applicable in grade 6.)</li> </ul>

Points	Sample Characteristics
2 Points	<ul style="list-style-type: none"><li>• Demonstrates basic understanding of ideas in the texts by providing a somewhat accurate analysis supported with basic textual evidence.</li><li>• States and supports claim(s) through a somewhat accurate analysis of texts using some reasoning and evidence.</li><li>• Develops generally clear and coherent writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.</li><li>• Includes ideas that are somewhat clear and logical but may be uneven; there are general connections between and among ideas.</li><li>• Includes alternate or opposing claims that are somewhat acknowledged and addressed. (Not applicable in grade 6.)</li></ul>
1 Point	<ul style="list-style-type: none"><li>• Demonstrates limited understanding of ideas in the texts by providing a minimally accurate analysis supported with limited textual evidence.</li><li>• States and supports claim(s) through a limited analysis of texts using limited reasoning and evidence.</li><li>• Develops minimally coherent writing in which the development, organization, and style are limited to task, purpose, and audience.</li><li>• Includes ideas that are limited; there are minimally effective connections between and among ideas.</li><li>• Includes alternate or opposing claims that are limited in their appropriateness and development. (Not applicable in grade 6.)</li></ul>
0 Point	<ul style="list-style-type: none"><li>• Demonstrates no understanding of ideas in the texts. The response provides inaccurate or no analysis and no textual evidence.</li><li>• Does not state or support claim(s) and demonstrates no or inaccurate analysis of texts.</li><li>• Lacks coherent writing, organization, and style for the task, purpose, and audience.</li><li>• Includes ideas that are inappropriate, inaccurate, or ideas are missing; there are few or no connections between and among ideas.</li><li>• Does not include or consider alternate or opposing claims. (Not applicable in grade 6.)</li></ul>

**WRITTEN CONVENTIONS**

<b>Points</b>	<b>Sample Characteristics</b>
3 Points	<ul style="list-style-type: none"><li>• The response demonstrates a full command of conventions of standard English at the appropriate level of complexity.</li><li>• Sentence structures are varied, well-formed, and effectively controlled.</li><li>• Grammar and usage are strong and effective, enhancing the content of the response.</li><li>• Spelling, punctuation, and capitalization are mostly correct.</li></ul>
2 Points	<ul style="list-style-type: none"><li>• The response demonstrates a partial command of conventions of standard English at the appropriate level of complexity.</li><li>• Sentence structures show some variety and are generally controlled.</li><li>• Grammar and usage may be uneven and may occasionally impede understanding.</li><li>• Spelling, punctuation, and capitalization are generally correct.</li></ul>
1 Point	<ul style="list-style-type: none"><li>• The response demonstrates little command of conventions of standard English at the appropriate level of complexity.</li><li>• Sentence structure and control are limited.</li><li>• Errors in grammar and usage may be frequent and may impede understanding.</li><li>• Spelling, punctuation, and capitalization may be incorrect and/or unclear.</li></ul>
0 Point	<ul style="list-style-type: none"><li>• The response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity.</li><li>• Frequent and varied errors in mechanics, grammar, and usage impede understanding.</li></ul>