### 4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
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</table>
| **Purpose/Organization** | The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused: | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: | The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: | The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus: | *Unintelligible*  
*In a language other than English*  
*Off-topic*  
*Copied text*  
*Off-purpose*

- claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task
- consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
- effective introduction and conclusion
- logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety
- alternate and opposing argument(s) are clearly acknowledged or addressed*

- claim is clear, and the focus is mostly maintained for the purpose, audience, and task
- adequate use of transitional strategies with some variety to clarify relationships between and among ideas
- adequate introduction and conclusion
- adequate progression of ideas from beginning to end; adequate connections between and among ideas
- alternate and opposing argument(s) are adequately acknowledged or addressed*

- claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task
- inconsistent use of transitional strategies and/or little variety
- introduction or conclusion, if present, may be weak
- uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas
- alternate and opposing argument(s) may be confusing or not acknowledged *

- claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task
- few or no transitional strategies are evident
- introduction and/or conclusion may be missing
- frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression
- alternate and opposing argument(s) may not be acknowledged *

*acknowledging and/or addressing the opposing point of view begins at grade 7*
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<tbody>
<tr>
<td><strong>Evidence/Elaboration</strong></td>
<td>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</td>
<td>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</td>
<td>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</td>
<td>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response’s expression of ideas is vague, lacks clarity, or is confusing:</td>
<td>• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose</td>
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<tr>
<td></td>
<td>• comprehensive evidence from sources is integrated; references are relevant and specific</td>
<td>• adequate evidence from sources is integrated; some references may be general</td>
<td>• some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</td>
<td>• evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</td>
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<td>• effective use of a variety of elaborative techniques*</td>
<td>• adequate use of some elaborative techniques</td>
<td>• weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal</td>
<td>• minimal, if any, use of elaborative techniques; emotional appeal may dominate</td>
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<td>• vocabulary is clearly appropriate for the audience and purpose</td>
<td>• vocabulary is generally appropriate for the audience and purpose</td>
<td>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</td>
<td>• vocabulary is limited or ineffective for the audience and purpose</td>
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<td>• effective, appropriate style enhances content</td>
<td>• generally appropriate style is evident</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td>• little or no evidence of appropriate style</td>
<td></td>
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</table>

*Elaborative techniques may include the use of personal experiences that support the argument(s).
# 2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)

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<thead>
<tr>
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<th>2</th>
<th>1</th>
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<th>NS</th>
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| Conventions | The response demonstrates an adequate command of conventions:  
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | Unintelligible  
- In a language other than English  
- Off-topic  
- Copied text  
(Off-purpose responses will still receive a score in Conventions.) |

**Holistic Scoring:**

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.