

### Grades 4-6 Argumentation Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.\*

Score Point	Purpose/Structure	Development	Language
<p>4</p> <p><b>Above grade-level accomplishment demonstrated.</b></p>	<ul style="list-style-type: none"> <li>Claim is focused on the task and consistently maintained throughout.</li> <li>Organizational structure strengthens the response and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the argument.</li> <li>Effective introduction and conclusion enhance the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Skillful development demonstrates thorough understanding of the topic.</li> <li>Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument.</li> <li>Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument.</li> <li>Counterclaim(s) may be present.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary strengthens and furthers ideas.</li> <li>Skillful use of varied sentence structure contributes to fluidity of ideas.</li> <li>Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas.</li> <li>Tone and/or voice strengthens the overall argument.</li> </ul>
<p>3</p> <p><b>Within the range of grade-level performance.</b></p>	<ul style="list-style-type: none"> <li>Claim is focused on the task and generally maintained throughout.</li> <li>Organizational structure is logical and allows for advancement of the argument.</li> <li>Varied transitional strategies connect ideas within and among paragraphs.</li> <li>Sufficient introduction and conclusion contribute to a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>Logical development of ideas demonstrates understanding of the topic.</li> <li>Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/ or rhetorical** techniques as appropriate to support the argument.</li> <li>Relevant, integrated evidence from multiple sources lends credibility to the argument.</li> <li>Evidence is appropriately cited.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of academic vocabulary demonstrates clear expression of ideas.</li> <li>Sentence structure is varied and demonstrates grade-appropriate language facility.</li> <li>Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions.</li> <li>Tone and/or voice is appropriate for the overall argument.</li> </ul>

<p>2 <b>Approaching the range of grade-level performance.</b></p>	<ul style="list-style-type: none"> <li>• Claim may be unclear, loosely related, or insufficiently sustained within the task.</li> <li>• Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.</li> <li>• Transitions attempt to connect ideas but may lack variety.</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>• Development may demonstrate partial or incomplete understanding of the topic.</li> <li>• Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.</li> <li>• Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument.</li> <li>• Lacks appropriate citations.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.</li> <li>• Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.</li> <li>• Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions.</li> <li>• Tone and/or voice may be inconsistent.</li> <li>• May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.</li> </ul>
<p>1 <b>Below grade-level performance demonstrated.</b></p>	<ul style="list-style-type: none"> <li>• Claim may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.</li> <li>• Demonstrates little or no discernible organizational structure.</li> <li>• Transitions may be absent or confusing.</li> <li>• Introduction and conclusion may be unrelated to the response and/or create confusion.</li> <li>• Too brief to demonstrate knowledge of purpose, structure, or task.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may demonstrate lack of understanding of the topic and/or lack of development.</li> <li>• Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.</li> <li>• Evidence from the sources may be absent, vague, and/or confusing.</li> <li>• Lacks appropriate citations.</li> <li>• Too brief to demonstrate knowledge of elaboration, topic, or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be vague, unclear, or confusing.</li> <li>• Sentence structure may be simplistic or confusing.</li> <li>• Use of grammar, punctuation, capitalization and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.</li> <li>• Tone and/or voice may be inappropriate.</li> <li>• Brevity with errors demonstrates lack of command of language skills.</li> </ul>

\*Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is a 2.

\*\*Grade 6