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| **QJHS 6th Grade Text- Based Argumentative Writing Rubric 2017/2018** | | | | |
|  | **A**  **20●19●18** | **B**  **17●16** | **C**  **15●14** | **D**  **13●12** |
| **Organization and purpose** | * Skillfully introduces the claim in an introductory paragraph that hooks the reader. * Acknowledges alternative claims * Organizes reasons and evidence logically into paragraphs. * Uses transitions for **cohesion** and to clarify the relationships among claim(s), reasons, and evidence * Provides a concluding paragraph or section that follows from and **supports** the claim presented | * Introduces the claim in an introductory paragraph that hooks the reader. * Organizes reasons and evidence into paragraphs * Uses transitions to clarify the relationships among claim(s), reasons, and evidence * Provides a concluding paragraph or section that wraps up the piece | * Attempts to introduces the claim in an introductory paragraph. * Attempts to organize reasons and evidence into paragraphs * Attempts to use transitions to clarify the relationships among claim(s), reasons, and evidence * Attempts to provides a concluding paragraph or section | * Attempts to introduce the claim. * Makes little or no attempt at organization * Makes no or little attempt to use transitions * Makes little or no attempt to provides a concluding paragraph or section |
| **Evidence and Elaboration** | * Supports claim with **three logical** reasoning and relevant evidence * Uses relevant information from multiple (two or more) print or digital sources when available * Use **three** quotes or paraphrases the text while avoiding plagiarism * Quotes and evidence are skillfully analyzed and explained how they support the claim and reasons. * Follows a standard format for citation, when appropriate and without error | * Supports claim with **three** clear reasons and relevant evidence * Uses relevant information from multiple (two) print or digital sources when available * Uses **two** quotes or paraphrases the text while avoiding plagiarism * Quotes and evidence are analyzed and explained how they support the claim and reasons. * Provides basic bibliographic information for sources, when appropriate. | * Attempts to support a claim with **two-three** clear reasons and evidence * Attempts to make use of relevant information from one sources * Attempts to uses **one** quote or paraphrases the text while avoiding plagiarism * Attempts to analyze and explain quotes and evidence * Attempts to provide basic   bibliographic information (Example: “On page 2 par.1) | * Makes little or no attempt to support a claim with clear reasons and relevant evidence * Makes little or no attempt to use information sources * Makes little or no attempt to quote or paraphrase the text * Makes little or no attempt to analyze the quotes or evidence * Makes little or no attempt to provide basic bibliography information for sources, when appropriate |
| **Language and Conventions** | The writing –   * Establishes and maintains a formal style * Written using only third person * Demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions * Has errors that do not interfere with understanding | The writing –   * Establishes and maintains a formal style * Written mostly in third person with minimal errors * Demonstrates a command of grade level appropriate standard English grammar, usage, and conventions * Has **few** errors that do not interfere with understanding | The writing –   * Attempts to establish and maintain a formal style * Attempts to write in third person, with errors * Attempts to demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions * Has errors that **may interfere** with understanding. | The writing –   * Makes little or no attempt to maintain style * Make no effort to write in third person * Makes little or no attempt to demonstrate a command of grade- level appropriate standard English grammar, usage, and conventions * Has errors that **interfere** with understanding |