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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
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| **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
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| **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
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