




Level	ARGUMENT WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
<p>4 Exceeds</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Acknowledges and distinguishes claims from alternate/opposing claims <input type="checkbox"/> Maintains a formal style and objective tone in argument <input type="checkbox"/> Document is very well presented and documented with excellent organization 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses verbs in indicative, imperative, interrogative, conditional, and subjunctive mood <input type="checkbox"/> Uses verbs in active/passive voice and in conditional/subjunctive mood to achieve particular effects 	<p>WITH GUIDANCE and SUPPORT FROM ADULTS</p> <p>Guidance & Support</p>  <p>Level of guidance and support from adults before writing:</p>
<p>3 Meets</p>	<p>ARGUMENTATIVE WRITING (W1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces claim(s) and acknowledges/addresses alternate or opposing claims (W1a) <input type="checkbox"/> Organizes reasons and evidence logically (W1a) <input type="checkbox"/> Supports claims/counterarguments with logical reasoning and relevant evidence demonstrating understanding of topic/text (W1b) <input type="checkbox"/> Uses words, phrases, and clauses to create cohesion and clarify relationships among claims, reasons and evidence (W1c) <input type="checkbox"/> Establishes and maintains a formal style (W1d) <input type="checkbox"/> Provides a concluding statement or section that follows from and supports the argument presented (W1e) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes clearly and coherently and organization and style are appropriate to task, purpose and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (W5) <input type="checkbox"/> Uses technology to produce writing and link to and cite sources (W6) <input type="checkbox"/> Assesses credibility of each source and quotes/paraphrases the data/conclusions of each source (W8) <input type="checkbox"/> Avoids plagiarism and follows a standard format for citation (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships between ideas (L3b) <input type="checkbox"/> Places phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers (L1b) <input type="checkbox"/> Uses a comma to separate coordinate adjectives (L2a) <input type="checkbox"/> Spells correctly (L2b) <input type="checkbox"/> Chooses language that expresses ideas precisely and concisely (L3a) <input type="checkbox"/> Eliminates wordiness and redundancy (L3a) 	<p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
<p>2 Almost Meets</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Claim is well stated but does not address opposing/alternate claims <input type="checkbox"/> Has some reasons and evidence but may not be logical or relevant <input type="checkbox"/> Does not establish or maintain a formal style <input type="checkbox"/> Concluding statement may be unclear or not well supported <input type="checkbox"/> Writing may not fully address audience, task, or purpose 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains some run-on sentences <input type="checkbox"/> Uses mostly simple or compound sentences <input type="checkbox"/> Language may not always be precise or appropriate <input type="checkbox"/> Contains some punctuation errors <input type="checkbox"/> Contains some capitalization errors <input type="checkbox"/> Contains some spelling errors 	
<p>1 Does Not Meet</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Limited information on topic <input type="checkbox"/> Does not state an argument or claim <input type="checkbox"/> Includes little to no facts or focus <input type="checkbox"/> Information is disorganized or missing 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains many run-on sentences <input type="checkbox"/> Contains many punctuation errors <input type="checkbox"/> Contains many capitalization errors <input type="checkbox"/> Contains many spelling errors 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.