

SBAC Argumentative Writing Rubric (Grades 6 - 11)

Criteria		4	3	2	1	0
Statement of Purpose/Focus and Organization	Statement of Purpose/ Focus	The response is fully sustained and consistently and purposefully focused: * claim is clearly stated, focused, and strongly maintained * alternate or opposing claims are clearly addressed* * claim is introduced and communicated clearly within the context	The response is adequately sustained and generally focused: * claim is clear and for the most part maintained, though some loosely related material may be present * context provided for the claim is adequate	The response is somewhat sustained and may have a minor drift in focus: * may be clearly focused on the claim, but is insufficiently sustained * claim on the issue may be somewhat unclear and unfocused	The response may be related to the purpose but may offer little relevant detail: * may be very brief * may have a major drift * claim may be confusing or ambiguous	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].
	Organization	The response has a clear and effective organizational structure creating unity and completeness: * effective, consistent use of a variety of transitional strategies * logical progression of ideas from beginning to end * effective introduction and conclusion for audience and purpose * strong connections among ideas, with some syntactic variety	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: * adequate use of transitional strategies with some variety * adequate progression of ideas from beginning to end * adequate introduction and conclusion * adequate, if slightly inconsistent, connection among ideas	The response has an inconsistent organizational structure, and flaws are evident: * inconsistent use of basic transitional strategies with little variety * uneven progression of ideas from beginning to end * conclusion and introduction, if present, are weak * weak connection among ideas	The response has little or no discernible organizational structure: * few or no transitional strategies are evident * frequent extraneous ideas may intrude	
Development: Language and Elaboration of Evidence	Elaboration of Evidence	The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: * use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete * effective use of a variety of elaborative techniques	The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: * some evidence from sources is integrated, though citations may be general or imprecise * adequate use of some elaborative techniques	The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: * evidence from sources is weakly integrated, and citations, if present, are uneven * weak or uneven use of elaborative techniques	The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details: * use of evidence from the sources is minimal, absent, in error, or irrelevant	
	Language and Vocabulary	The response clearly and effectively expresses ideas, using precise language: * use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response adequately expresses ideas, employing a mix of precise with more general language: * use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response expresses ideas unevenly, using simplistic language: * use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	The response's expression of ideas is vague, lacks clarity, or is confusing: * uses limited language or domain-specific vocabulary * may have little sense of audience and purpose	
Conventions		The response demonstrates a strong command of conventions: * few, if any, errors are present in usage and sentence formation * effective and consistent use of punctuation, capitalization, and spelling	The response demonstrates an adequate command of conventions: * some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed * adequate use of punctuation, capitalization, and spelling	The response demonstrates a partial command of conventions: * frequent errors in usage may obscure meaning * inconsistent use of punctuation, capitalization, and spelling	The response demonstrates a lack command of conventions: * errors are frequent and severe and meaning is often obscure	