

**Argumentation/Opinion Text-Based Writing Rubric
Grade 6**

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ effectively establishes a plausible claim or proposal and acknowledges alternate or opposing claims ▪ skillfully supports claim(s) with clear reasons and relevant and sufficient evidence 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ supports claim(s) with clear reasons and relevant and sufficient evidence 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ attempts to establish a plausible claim or proposal ▪ inconsistently supports claim(s) with clear reasons and relevant and sufficient evidence 	The writing – <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using reasons and evidence that are insufficient and/or irrelevant
Organization 2 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ effectively introduces the claim(s) ▪ organizes reasons and evidence clearly in a manner that supports the writing task ▪ effectively uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides an effective concluding statement or section that follows from the argument presented 	The writing – <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes reasons and evidence clearly ▪ uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides a concluding statement or section that follows from the argument presented 	The writing – <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to clarify the relationships among claim(s) and reasons ▪ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x _____ = _____	The writing – <ul style="list-style-type: none"> ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ provides basic bibliographic information for sources* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ provides basic bibliographic information for sources* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ attempts to provide basic bibliographic information for sources* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ fails to provide basic bibliographic information for sources*

* If applicable