

**Argumentation/Opinion Text-Based Writing Rubric
Grade 8**

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x =	<p>The writing –</p> <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* 	<p>The writing –</p> <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* 	<p>The writing –</p> <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* 	<p>The writing –</p> <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 =	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ establishes the significance of a claim or proposal ▪ effectively acknowledges and distinguishes the claim(s) from alternate or opposing claims ▪ skillfully supports claim(s) with logical reasoning and relevant and sufficient evidence 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims ▪ supports claim(s) with logical reasoning and relevant and sufficient evidence 	<p>The writing –</p> <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 logical reasoning and relevant and sufficient evidence 	<p>The writing –</p> <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 evidence that is insufficient and/or irrelevant
Organization 2 x =	<p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the claim(s) ▪ organizes the reasons and evidence logically in a manner that supports the writing task ▪ effectively uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes the reasons and evidence logically ▪ uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ provides a concluding statement or section that follows from and supports the argument presented 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing 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 create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ provides a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 x =	<p>The writing –</p> <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 ▪ follows standard format for citation with few errors* 	<p>The writing –</p> <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 ▪ follows standard format for citation with few errors* 	<p>The writing –</p> <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 ▪ follows standard format for citation with several errors* 	<p>The writing –</p> <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 ▪ follows standard format for citation with significant errors*

* If applicable