# Argumentation/Opinion Text-Based Writing Rubric

# Grade 8

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/Research | The writing –   * 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 –   * 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 –   * 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 –   * 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 | The writing –   * 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 * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * 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 * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * 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 * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * 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 * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * 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 | The writing –   * 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 | The writing –   * 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 | The writing –   * identifies the claim(s) * has little or no evidence of purposeful organization |

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| --- | --- | --- | --- | --- |
| Language/Conventions | The writing –   * 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\* | The writing –   * 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\* | The writing –   * 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\* | The writing –   * 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

∆ Added by NCSD#1

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