**Fayette County Seven Point Two-Trait Rubric**

**Argumentative Genre**

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| **Idea Development, Organization, and Coherence**  *This trait examines the writer’s ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must*  *integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.* | 4 | *The student’s response is a well-developed argument that develops and supports claims with multiple, clear reasons and abundant, relevant evidence based on text as a stimulus (when designated).*  •Effectively introduces a claim or claims and engages the audience  •Has a clear, valid, and original claim that takes a position on a substantive topic  •Uses an organizational strategy to establish clear relationships among claim(s), counterclaims, reasons and relevant evidence  •Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaims fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns  •Acknowledges and counters opposing claims, as appropriate  •Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims  •Intentionally uses and maintains a style and tone that is appropriate for task, purpose, and audience  •Provides a strong concluding statement or section that follows from and supports the argument presented  • Includes accurate information |
| 3 | *The student’s response is a complete argument that relates and supports claims with reasons and evidence based on text as a stimulus (when designated).*  •Clearly introduces a claim or claims  •Has a claim that states a position on an issue  •Uses an organizational strategy to present claims, reasons, and evidence  •Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaims and to clarify relationships between claims, reasons, evidence, and counterclaims while attempting to attend to the audience’s knowledge or concerns  •Attempts to acknowledge and counter opposing claims, as appropriate  •Uses words and/or phrases to connect ideas  •Uses a tone and style appropriate for task, purpose, and audience  •Provides a concluding statement or section that follows from the argument presented  • Includes accurate information |
| 2 | *The student’s response is an incomplete or oversimplified argument that partially supports claims with reasons and evidence loosely-related to the text (when designated).*  •Attempts to introduce a claim, but the claim may be unclear  •Has a claim that identifies an issue but author’s positon is unclear  •Attempts to use an organizational structure, which may be formulaic  •Develops, sometimes unevenly, reasons and/or evidence to support a claim and present opposing claims but shows little awareness of the audience’s knowledge or concerns  •Makes reference to opposing claims  •Attempts to use words and/or phrases to connect claims, counterclaims, reasons, evidence, but cohesion is inconsistent or weak  •Attempts a tone and style that are appropriate for task, purpose, and audience  •Provides a weak concluding statement or section  • includes inaccurate information |
| 1 | *The student’s response is a weak attempt to write an argument and does not support claims with adequate reasons and evidence based on the text as stimulus (when designated).*  •May not introduce a claim, or the claim must be inferred  •Has no clear claim  •May be too brief to demonstrate an organizational structure, or no structure is evident  •Provides minimal information to develop the claim(s), little or none of which is from sources and fails to attend to the audience’s knowledge or concerns  •Makes no attempt to reference, acknowledge, or counter opposing claims  •Makes no attempt to use words and/or phrases to connect claims and reasons, reasons and evidence, and claims and counterclaims  •Uses a style and tone that are inappropriate and/or ineffective  •Provides a minimal or no concluding statement or section  • Includes inaccurate information |
| 0 | •The response is completely irrelevant or incorrect, or there is no response.  •The student merely copies the text in the prompt.  •The student copies so much text from the passages that there is not sufficient original work to be scored. |
| **Language, Usage, and**  **Conventions**  *This trait examines the writer’s ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards.*  *Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.* | 3 | *The student’s response demonstrates full command of language, usage, and conventions.*  • Uses clear and complete sentence structure, with appropriate range and variety.  • Correctly and consistently attributes and integrates paraphrases and direct quotations to their sources via in-text or parenthetical citations.  • Has almost no errors in usage and/or conventions.  • Fully adheres to MLA formatting and documentation guidelines. |
| 2 | *The student’s response demonstrates partial command of language, usage, and conventions.*  •Uses complete sentences, with some variety.  •Attributes and integrates paraphrases and direct quotations inconsistently to their sources via in text or parenthetical citations.  •Has minor errors in usage and/or conventions.  • Adheres to MLA formatting and documentation guidelines. |
| 1 | *The student’s response demonstrates weak command of language, usage, and conventions.*  •Has fragments, run-ons, and/or other sentence structure errors.  •Makes little if any attempt to attribute and/or integrate paraphrases and direct quotations to their sources.  •Has frequent or major errors in usage and conventions.  • Attempts to adhere to MLA formatting and documentation guidelines. |
| 0 | •The student’s response has many errors that affect the overall meaning, or the response is too brief to determine a score.  •The student copies so much text from the passages that there is not sufficient original work to be scored. |

Students will lose credit for failure to use the assigned number of credible and appropriate sources that are quoted and/or integrated and documented in the Works Cited page. The final grade will be based on the percentage of required sources actually used with each source carrying equal weight.