

#### **Revision Assistant Traits, Grade 6**

Argumentative

#### Smarter Balanced Writing Rubric, Grades 6-11

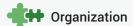
Argumentative





#### Claim and Focus

The essay introduces a **clear, arguable, and specific claim**, based on the topic or text(s). The essay **maintains strong focus** on the **purpose and task**, using the whole essay to **support and develop the claim** while thoroughly addressing the demands of the prompt.



The essay incorporates an **organizational structure** with **clear transitional** words and phrases that form connections/relationships between and among ideas in a way that strengthens the argument. The essay includes a **logical** progression of ideas from beginning to end, including an effective introduction and **concluding statement** or section.

#### Organization/Purpose

4

The response is fully sustained and consistently and purposefully focused:

 claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience and task

The response has a **clear and effective organization structure**, creating a sense of unity and completeness.

- consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
- logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety
- · effective introduction and conclusion

# Q

#### Support and Evidence

The essay cites **sufficient relevant, appropriate**, and **valid evidence** to support its claim and **fully explains** how the evidence cited and reasons **support the claim**. The essay demonstrates **logical, clear reasoning** and full understanding of the topic or text(s).



#### Language and Style

The essay demonstrates a definitive **perspective and voice**, as well as a clear **command of conventions**. The essay incorporates **language** that attends to the reader's interests and effectively maintains a **formal style**. The essay consistently employs **vivid word choice** and **varied sentence structure**.

#### Evidence/Elaboration

The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details).

comprehensive evidence from sources is integrated; references are relevant and specific

The response clearly and effectively develops ideas, **using precise language**:

- vocabulary is clearly appropriate for the audience and purpose
- effective, appropriate style enhances content
- effective use of a variety of elaborative techniques\*



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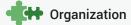
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#### **Claim and Focus**

The essay introduces a **clear claim**, based on the topic or text(s). The essay **mostly maintains a focus** on the **purpose** and task, but **may not develop the claim** evenly throughout the essay. The essay **adequately addresses** the **demands** of the prompt.



The essay incorporates an **organizational strategy** with **clear transitional words** and **phrases** that show the **relationship between and among ideas**. The essay includes a **progression of ideas** from **beginning to end**, including an **introduction and concluding statement** or section.



#### Support and Evidence

The essay uses **clear, relevant, and appropriate evidence** and **explains** how the evidence **supports the claim**; evidence **may be uneven** throughout the essay. The essay demonstrates **clear reasoning and understanding** of the topic or text(s).



#### Language and Style

The essay demonstrates a **perspective and voice**, as well as a general command of conventions. The essay incorporates language that shows an awareness of the reader's interests and **generally maintains a formal style**. The essay employs **interesting word choice** and **some variety** in **sentence structure**.

### Organization/Purpose

3

The response is adequately sustained and generally focused:

claim is clear, and the focus is mostly maintained for the purpose, audience and task

The response has an **evident organization 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 to clarify relationships between and among ideas; adequate connections between and among ideas
- adequate progression of ideas from beginning to end
- adequate introduction and conclusion

#### Evidence/Elaboration

The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:

- adequate evidence from the sources is integrated; some references may be general
- vocabulary is generally appropriate for the audience and purpose; adequate use of citations or attribution to source material
- **generally appropriate style** is evident
- adequate use of some elaborative techniques\*



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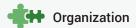


### **Developing**



#### Claim and Focus

The essay introduces a **claim**, based on the topic or text(s), but it may be **somewhat unclear** or **not maintained** throughout the essay. The essay **may not fully address** the demands of the prompt **or stay focused** on the purpose and task. The writing may **stray significantly off topic** in a way that makes following the central claim challenging.



The essay uses a **basic organization structure** but **relationships** between and among ideas are **not consistently clear**. The essay **moves from beginning to end**; however, an **introduction** and/or **conclusion may not be clearly evident**.

# Q

## **Support and Evidence**

The essay uses **some evidence** but **may not precisely explain** how it supports the claim. The essay includes **some reasoning** and demonstrates a **superficial understanding** of the topic or text(s). The **support** of the claim **may rely on summary of the source**.



#### Language and Style

The essay demonstrates an uneven and/or inconsistent perspective and/or voice; it may also contain errors in conventions. The essay incorporates language that may not show an awareness of the reader's interests and does not maintain a formal style consistently. Some attempts at strong word choices are made, and sentence structure may not vary often.

#### Organization/Purpose

Some flaws are evident, and **some ideas** may be **loosely connected**. The **organization is somewhat sustained** between and within paragraphs. The response may have a **minor drift in focus**:

claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience

The response has an inconsistent organizational structure.

- uneven progression of ideas from beginning to end and/or is formulaic; inconsistent or unclear connections between and among ideas
- inconsistent use of transitional strategies and/or little variety
- introduction or conclusion, if present, may be weak

#### Evidence/Elaboration

The response provides **uneven**, **cursory support/evidence** for the argument(s) and claim that includes partial or uneven use of sources (facts and details).

- some evidence from the sources may be weakly integrated, imprecise, or repetitive; references may be vaque
- weak use of citations or attribution to source material

The response expresses ideas unevenly, using simplistic language.

- vocabulary use is uneven or somewhat ineffective for the audience and purpose
- inconsistent or weak attempt to create appropriate style
- weak or uneven use of elaborative techniques\*; development may consist primarily of source summary or may rely on emotional appeal.



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#### Claim and Focus

The essay does not clearly make a claim, or the claim is overly simplistic or vague. The essay does not maintain focus on purpose and task.



#### Organization

The essay **does not have an organizational structure** and may simply offer a series of ideas **without any clear transitions or connections**.

An **introduction** and **conclusion** are **not evident** 



#### Support and Evidence

The essay does **not use clear or relevant evidence** or reasoning to support the claim or to **demonstrate an understanding** of the topic or text(s) or **uses very little evidence** from the source.



#### Language and Style

The essay does not demonstrate a clear voice and/or perspective and may contain pervasive errors in conventions. The essay employs language that is inappropriate for the reader's interests and is not formal in style. Word choice is uninteresting or poor, and sentence structures are simplistic and unvaried.

### Organization/Purpose

The response may be related to the claim but may provide little or no focus:

 claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task

The response has little or no discernible organizational structure.

- frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression
- few or no transitional strategies are evident
- · introduction and/or conclusion may be missing

#### Evidence/Elaboration

The response provides minimal elaboration of the support/evidence for the claim that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:

- evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied
- · insufficient use of citations or attribution to source material
- vocabulary is limited or ineffective for the audience and purpose
- little or no evidence of appropriate style
- minimal, if any, use of elaborative techniques\*