

## Avon Public Schools Grade 6-8 Argumentative Writing Rubric

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 - Advanced
<p><b>Ideas and Content</b> Did I convey a clear message and stay on opinion/claim? <i>*Claim is introduced and used in grades 6-9</i></p>	<p>My claim is not clearly stated, or My reasons do not connect to a claim.</p> <p>I use insufficient evidence and sources that weakens my argument (e.g., irrelevant, repetitive, inaccurate).</p>	<p>My claim is stated, but limited reasons are presented to support it.</p> <p>I use evidence from selected sources that are relevant but not integrated into developing the claim.</p>	<p>My claim is stated with relevant reasons to support it.</p> <p>I use evidence from selected sources that are relevant and integrated into developing the claim.</p>	<p>My claim and reasons are presented in a clear, focused manner.</p> <p>I use evidence from carefully selected sources that are relevant and convincing in developing the claim.</p> <p><i>*Alternate view(s) is/are clearly acknowledged.</i></p>
<p><b>Organization</b> Is my writing easy to follow?</p>	<p>The organization of my writing in the opening sentences is weak.</p> <p>My writing lacks linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences do not remind the reader of my claim.</p>	<p>The organization of my writing states a claim, but does not introduce my reasons in the opening sentences.</p> <p>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences remind the reader of my claim.</p>	<p>The organization of my writing states a claim and reasons in the opening sentences.</p> <p>My writing has linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences remind the reader of my claim.</p>	<p>The organization of my writing states a clear and compelling claim and reasons in the opening sentences.</p> <p>My writing has varied and purposeful linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences revisit my claim and inspire conversation.</p>
<p><b>Word Choice</b> Are my words and phrases carefully chosen to express my message?</p>	<p>I often use incorrect and/or inappropriate words which make my meaning unclear.</p>	<p>I sometimes choose inaccurate words that make my meaning unclear.</p>	<p>I choose accurate words to convey my meaning.</p>	<p>I choose words that are focused, precise and intentional.</p>
<p><b>Sentence Structure</b> Does my writing flow when it is read?</p>	<p>My sentences are fragmented or incomplete.</p>	<p>My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons).</p>	<p>My sentences are varied and begin to create a flow in my writing.</p>	<p>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.</p>
<p><b>Voice</b> Does my writing engage the reader and is it appropriate for my message?</p>	<p>My writing does not demonstrate how I feel about my claim OR</p> <p>My voice is present but inappropriate for my message and audience.</p>	<p>My writing is beginning to show how I feel about my claim.</p> <p>My voice may be inconsistent for my message and audience.</p>	<p>My writing demonstrates how I feel about my claim.</p> <p>My voice fits the message and audience.</p>	<p>My writing is lively, expressive, and engaging demonstrating how I feel about my claim.</p> <p>My voice is authentic to the purpose; it demonstrates awareness of the message and audience.</p>
<p><b>Conventions</b> Does my writing follow the rules?</p>	<p>There are significant errors in my mechanics which makes it really difficult to comprehend.</p>	<p>There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable.</p>	<p>There are a few errors in my mechanics that have a limited impact on presentation and meaning.</p>	<p>There are a few errors in my mechanics, yet they have no impact on presentation and meaning.</p>

