

Literacy in History/Social Studies, Science, and Technical Subjects

Argument Rubric – Grades 6-8

Tennessee Department of Education

Revised: April 2013

Score	Development	Focus & Organization	Language
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient data and evidence¹ from the stimuli to insightfully support claim(s) and counterclaim(s). thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) through logical reasoning, demonstrating a clear understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a logical and relevant introduction. states and maintains a clear and sophisticated argument. utilizes effective organizational strategies to logically order reasons and evidence to create a unified whole. effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s) to create cohesion. contains a logical and relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. effectively establishes and maintains a formal style.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes relevant and sufficient data and evidence¹ from the stimuli to adequately support claim(s) and counterclaim(s). adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) through logical reasoning, demonstrating a sufficient understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. states and maintains a clear argument. utilizes adequate organizational strategies to logically order reasons and evidence to create a mostly unified whole. clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s), but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. establishes and maintains a formal style.
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly relevant but insufficient data and evidence¹ from the stimuli to partially support claim(s) and counterclaim(s). Some evidence may be inaccurate or repetitive. explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) with reasoning, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a limited introduction. states a weak argument. demonstrates an attempt to use organizational strategies to order some reasons and evidence, but ideas may be hard to follow at times. clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s), but there are lapses in focus. contains a limited concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. establishes but inconsistently maintains a formal style.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> utilizes mostly irrelevant or no data and evidence¹ from the stimuli, or mostly/personal knowledge to inadequately support claim(s) and counterclaim(s). Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic and the stimuli. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains no or an irrelevant introduction. states an unclear argument. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among claim(s), reasons, evidence, and counterclaim(s); claims are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. does not establish or maintain a formal style.

¹ Evidence includes facts, definitions, concrete details, quotations, or other information, using accurate and credible sources as appropriate to the task and the stimuli.