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| **Smarter Balanced Argumentative Writing Rubric** |
|  | **Statement of Purpose/Focus and Organization** | **Development: Language and Elaboration of Evidence** | **Conventions** |
| **SCORE** |  | **Organization** | **Elaboration of Evidence** | **Language and Vocabulary** |
| **4** | The response is fully sustained and consistently and purposefully focused: * claim is clearly stated, focused and strongly maintained
* alternate or opposing claims are clearly addressed\* (begins in 7th grade)
* claim is introduced and communicated clearly within the context
 | The response has a clear and effective organizational structure creating unity and completeness:* effective, consistent use of a variety of transitional strategies
* logical progression of ideas from beginning to end
* effective introduction and conclusion for audience and purpose
* strong connections among ideas, with some syntactic variety
 | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: * use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete
* effective use of a variety of elaborative techniques
 | The response clearly and effectively expresses ideas, using precise language: * use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose
 | The response demonstrates a strong command of conventions:* few, if any, errors in usage and sentence formation
* effective and consistent use of punctuation, capitalization, and spelling
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| **Adapted Smarter Balanced Argumentative Writing Rubric** |
|  | **Scientific Explanation** | **Organization and Language** | **Conventions** |
| **SCORE** | **Claim** | **Evidence**  | **Scientific Reasoning** | **Organization** | **Language and Vocabulary** |
| **4** |  The response is fully sustained and consistently and purposefully focused: * claim compares the density of each liquid to ice is clearly stated, focused and strongly maintained
* alternate or opposing claims are clearly addressed\* (begins in 7th grade)
* claim is introduced and communicated clearly by naming # on liquid comparing to ice. within the context
 | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: * use of evidence from multiple sources (science notebook labs and reading text) is smoothly integrated, relevant and concrete to the claim, and provides scientific reasoning.
* effective use of a variety of elaborative techniques
 | * Provides reasoning that connects the evidence (observations about density of each liquid in relationship to ice) to the claim. Includes appropriate and sufficient scientific principles. E.g. Density is due to molecular structure of materials.
 |  The response has a clear and effective organizational structure creating unity and completeness:* effective, consistent use of a variety of transitional strategies
* logical progression of ideas from claim to evidence to scientific reasoning.
* effective introduction and conclusion for non-scientific or scientific audience and purpose
* strong connections among ideas, with some syntactic variety
 | The response clearly and effectively expresses ideas, using precise language: * use of academic and domain-specific vocabulary (density, liquid #1 and #2, does not confuse density with weight) is clearly appropriate for the audience and purpose
 | The response demonstrates a strong command of conventions:* few, if any, errors in usage and sentence formation
* effective and consistent use of punctuation, capitalization, and spelling
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