




Level	ARGUMENT WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Introduces claim, acknowledges alternate or opposing claims and organizes the reasons and evidence logically <input type="checkbox"/> Effective use of sources to support argument 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses phrases and clauses within a sentence, avoiding dangling modifiers <input type="checkbox"/> Refers to reference material to determine best word choices in writing 	<p>Guidance & Support</p> 
3 Meets	<p>ARGUMENT WRITING (W1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces claim and organizes reasons and evidence clearly (W1a) <input type="checkbox"/> Demonstrates an understanding of the topic or text by supporting claims with clear reasons and relevant evidence (W1b) <input type="checkbox"/> Uses words, phrases/clauses to clarify the relationships among claims and reasons (W1c) <input type="checkbox"/> Establishes and maintains a formal style (W1d) <input type="checkbox"/> Provides a concluding statement/section that follows from argument presented (W1e) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear/coherent writing where development, organization and style are appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, and editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> Uses technology to produce writing (W6) <input type="checkbox"/> Uses keyboarding skills to minimum of 3 pages in a single sitting (W6) <input type="checkbox"/> Conducts research drawing on several resources (W7) <input type="checkbox"/> Assesses credibility of sources; quotes or paraphrases the data and conclusions (W8) <input type="checkbox"/> Avoids plagiarism and provides basic bibliographic information (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of pronouns effectively (L1a-d) <input type="checkbox"/> Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (L3a) <input type="checkbox"/> Ensures that verbs agree with compound subjects <input type="checkbox"/> Uses commas when linking two clauses with a conjunction in compound sentences <input type="checkbox"/> Uses correct capitalization <input type="checkbox"/> Spells correctly (L2b) 	<p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Claim may be somewhat unclear <input type="checkbox"/> Introduction may be clear but conclusion is weak <input type="checkbox"/> Uses some evidence from source, but may be repetitive or vague <input type="checkbox"/> Uses few words/phrases to clarify relationships between claim and reasons <input type="checkbox"/> Has formal style but may not be maintained throughout document 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains some run-on sentences <input type="checkbox"/> Uses mostly simple or compound sentences <input type="checkbox"/> Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly <input type="checkbox"/> Contains some punctuation errors <input type="checkbox"/> Contains some capitalization errors <input type="checkbox"/> Contains some spelling errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Claim may be confusing or ambiguous <input type="checkbox"/> Intro/conclusion may be missing <input type="checkbox"/> Uses few or little evidence from sources <input type="checkbox"/> Uses style not appropriate to audience, purpose or task <input type="checkbox"/> Has no formal style 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains many run-on sentences <input type="checkbox"/> Contains many punctuation errors <input type="checkbox"/> Contains many capitalization errors <input type="checkbox"/> Contains many spelling errors 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.