

MCAP Argumentative Rubric Grades 6-8 and 10

	4	3	2	1	0
WRITTEN EXPRESSION	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence. • States and supports claim(s) in an effective analysis of texts using effective reasoning and relevant evidence. • Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Includes ideas that are presented clearly and logically from beginning to end; there are strong connections between and among ideas. • Includes alternate or opposing claims that are clearly acknowledged and soundly addressed. (Not applicable in grade 6.) 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates an adequate understanding of ideas in the texts by providing a mostly accurate analysis supported with adequate textual evidence. • States and supports claim(s) in a mostly effective analysis of texts using mostly effective reasoning and evidence. • Develops mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience. • Includes ideas that are mostly clear and logical from beginning to end; there are connections between and among ideas. • Includes alternate or opposing claims that are mostly acknowledged and addressed. (Not applicable in grade 6.) 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of ideas in the texts by providing a somewhat accurate analysis supported with basic textual evidence. • States and supports claim(s) through a somewhat accurate analysis of texts using some reasoning and evidence. • Develops generally clear and coherent writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience. • Includes ideas that are somewhat clear and logical but may be uneven; there are general connections between and among ideas. • Includes alternate or opposing claims that are somewhat acknowledged and addressed. (Not applicable in grade 6.) 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of ideas stated in the texts by providing a minimally accurate analysis supported with limited textual evidence. • States and supports claim(s) through a limited analysis of texts using limited reasoning and evidence. • Develops minimally coherent writing in which the development, organization, and style are limited to task, purpose, and audience. • Includes ideas that are limited; there are minimally effective connections between and among ideas. • Includes alternate or opposing claims that are limited in their appropriateness and development. (Not applicable in grade 6.) 	<p>The response</p> <ul style="list-style-type: none"> • Demonstrates no understanding of ideas in the texts. The response provides inaccurate or no analysis and no textual evidence. • Does not state or support claim(s) and demonstrates no or inaccurate analysis of texts. • Lacks coherent writing, organization, and style for the task, purpose, and audience. • Includes ideas that are inappropriate, missing, or inaccurate; there are few or no connections between and among ideas. • Does not include or consider alternate or opposing claims. (Not applicable in grade 6.)
WRITTEN CONVENTIONS		<ul style="list-style-type: none"> • The response demonstrates a full command of conventions of standard English at the appropriate level of complexity. • Sentence structures are varied, well-formed, and effectively controlled. • Grammar and usage are strong and effective, enhancing the content of the response. • Spelling, punctuation, and capitalization are mostly correct. 	<ul style="list-style-type: none"> • The response demonstrates a partial command of conventions of standard English at the appropriate level of complexity. • Sentences structures show some variety and are generally controlled. • Grammar and usage may be uneven and may occasionally impede understanding. • Spelling, punctuation, and capitalization are generally correct. 	<ul style="list-style-type: none"> • The response demonstrates little command of conventions of standard English at the appropriate level of complexity. • Sentence structure and control are limited. • Errors in grammar and usage may be frequent and may impede understanding. • Spelling, punctuation, and capitalization may be incorrect and/or unclear. 	<ul style="list-style-type: none"> • The response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. • Frequent and varied errors in mechanics, grammar, and usage impede understanding.