

Name \_\_\_\_\_

### New York State Grade 6-8 Argument Writing Evaluation Rubric

Criteria	4	3	2	1
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	—clearly introduce a claim in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a claim in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a claim in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a claim in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	—develop the claim(s) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant and logical evidence	—develop the claim(s) with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant and logical evidence, with some lack of variety	—partially develop the claim(s) of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—fails to establish a claim —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid, illogical, or irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from or supports the argument presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from or supports the argument presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from or supports the argument presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic or argument presented
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

# Nys Argumentative 4 Point Rubric

**Sandra Vavra, Sharon L. Spencer**



**Nys Argumentative 4 Point Rubric:**

This book delves into Nys Argumentative 4 Point Rubric. Nys Argumentative 4 Point Rubric is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Nys Argumentative 4 Point Rubric, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
    - Chapter 1: Introduction to Nys Argumentative 4 Point Rubric
    - Chapter 2: Essential Elements of Nys Argumentative 4 Point Rubric
    - Chapter 3: Nys Argumentative 4 Point Rubric in Everyday Life
    - Chapter 4: Nys Argumentative 4 Point Rubric in Specific Contexts
    - Chapter 5: Conclusion
  2. In chapter 1, the author will provide an overview of Nys Argumentative 4 Point Rubric. This chapter will explore what Nys Argumentative 4 Point Rubric is, why Nys Argumentative 4 Point Rubric is vital, and how to effectively learn about Nys Argumentative 4 Point Rubric.
  3. In chapter 2, this book will delve into the foundational concepts of Nys Argumentative 4 Point Rubric. The second chapter will elucidate the essential principles that must be understood to grasp Nys Argumentative 4 Point Rubric in its entirety.
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  5. In chapter 4, the author will scrutinize the relevance of Nys Argumentative 4 Point Rubric in specific contexts. The fourth chapter will explore how Nys Argumentative 4 Point Rubric is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, this book will draw a conclusion about Nys Argumentative 4 Point Rubric. The final chapter will summarize the key points that have been discussed throughout the book.
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