

## Revision Assistant Traits, Grades 9-10 Argumentative

## FSA ELA Text-Based Writing Rubric, Grades 6 - 10 Argumentation



Advanced

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Claim and Focus

The essay introduces an interesting, **clear, arguable, and precise claim**, based on the topic or text(s). The essay **maintains strong focus** on the **purpose and task**, using the whole essay to **support and develop the claim and counterclaims** while thoroughly addressing the demands of the prompt.

Purpose, Focus, and Organization

The response is fully sustained and **consistently focused within the purpose**, audience, and task; and it has a **clear claim** and **effective organizational structure** creating coherence and completeness. The response includes most of the following:

- **Strongly maintained claim** with little or no loosely related material
- **Clearly addressed alternate or opposing claims\***
- Skillful use of a **variety** of **transitional strategies** to **clarify the relationships between and among ideas**
- **Logical progression of ideas** from beginning to end with a **satisfying introduction** and **conclusion**
- **Appropriate style and tone established and maintained**



Organization

The essay incorporates an **organizational structure** with **clear transitional words and phrases** that **clarify the relationships between and among ideas** (i.e. claim and evidence, claim and counterclaims, strengths and weaknesses). The essay includes a **logical progression of ideas** from beginning to end, including an **effective introduction** and **conclusion** which follows from and supports the argument presented.

\*Not applicable at grade 6



Support and Evidence

The essay cites **the most relevant, appropriate, and valid evidence** to **support its claim and counterclaims** while **fully explaining** how the evidence cited and reasons support the claim. The essay **demonstrates reasoning and full understanding** of the topic or text(s), thoroughly stating the strengths and weaknesses of both the claim and counterclaims. **Counterclaims** are **acknowledged** and/or **distinguished** from the essay's central claim.

Evidence and Elaboration

The response provides **thorough, convincing, and credible support**, citing evidence for the writer's claim that includes the **effective use of sources**, facts, and details. The response includes most of the following:

- Smoothly integrated, thorough, and **relevant evidence**, including precise **references to sources**
- Effective use of a variety of elaborative techniques to support the claim, **demonstrating an understanding of the topic and text**
- Clear and effective expression of ideas, using **precise language**
- Academic and **domain-specific vocabulary** clearly
- **appropriate** for the **audience** and purpose
- **Varied sentence structure**, demonstrating language facility



Language and Style

The essay demonstrates a definitive **perspective and voice**, as well as a clear **command of conventions**. The essay incorporates **language** that attends to the **reader's interests** and effectively maintains a **formal style**. The essay consistently employs **vivid word choice** and **varied sentence structure**.

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Proficient

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Claim and Focus

The essay introduces a **clear, arguable and specific claim**, based on the topic or text(s). The essay **mostly maintains focus** on the **purpose** and **task**, using most of the essay to support and **develop the claim and counterclaim** while thoroughly **addressing the demands** of the prompt.

Purpose, Focus, and Organization

The response is adequately sustained and **generally focused** within the **purpose**, audience, and **task**; and it has a **clear claim** and **evident organizational structure** with a sense of completeness. The response includes most of the following:

- **Maintained claim**, though some loosely related material may be present
- **Alternate or opposing claims included but may not be completely addressed\***
- **Adequate use** of a variety of **transitional strategies** to **clarify the relationships between and among ideas**
- **Adequate progression of ideas** from beginning to end with a **sufficient introduction and conclusion**
- **Appropriate style and tone established**



Organization

The essay incorporates an **organizational strategy** with **clear transitional words and phrases** that show the **relationship between and among ideas** (i.e. claim and evidence, claim and counterclaim, strengths and weaknesses). The essay includes a **progression of ideas** from **beginning to end**, including an **introduction and concluding statement** or section.

\*Not applicable at grade 6



Support and Evidence

The essay uses **clear, relevant, and appropriate evidence** related to the claim and counterclaims while **explaining** how the evidence **supports the claim**. The essay demonstrates **logical reasoning and understanding** of the topic or text(s) and states some strengths and weaknesses of both the claim and counterclaims. **Counterclaims are acknowledged** but **may be only generally explained and/or distinguished** from the essay's central claim.

Evidence and Elaboration

The response provides **adequate support, citing evidence** for the writer's claim that **includes the use of sources**, facts, and details. The response includes most of the following:

- Generally integrated and **relevant evidence** from sources, **though references may be general or imprecise**
- Adequate use of some elaborative techniques
- Adequate expression of ideas, employing a mix of **precise and general language**
- **Domain-specific vocabulary generally appropriate**
- for the **audience** and purpose
- **Some variation** in **sentence structure**



Language and Style

The essay demonstrates a **perspective and voice**, as well as a general command of conventions. The essay incorporates an awareness of the reader's interests and **generally maintains a formal** and somewhat objective **style** with a few possible exceptions. The essay employs **interesting word choice** and **some variety** in **sentence structure**.

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### Developing

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#### Claim and Focus

The essay introduces a **claim** based on the topic or text(s), but it may be **somewhat unclear** or **not maintained** throughout the essay. The essay **may not fully address** the demands of the prompt or **stay focused** on the **purpose and task**. The writing may **stray off topic** at times. **Counterclaims may not be presented evenly and/or objectively**.

#### Purpose, Focus, and Organization

The response is **somewhat sustained** within the **purpose**, audience, and **task** but **may include loosely related or extraneous material**; and it may have a claim **with an inconsistent organizational structure**. The response may include the following:

- **Focused claim** but **insufficiently sustained** or **unclear**
- **Insufficiently addressed alternate or opposing claims\***
- **Inconsistent** use of **transitional strategies** with little variety
- **Uneven progression of ideas** from beginning to end with an **inadequate introduction or conclusion**

\*Not applicable at grade 6



#### Organization

The essay uses a **basic organization structure but relationships** between and among ideas are **not consistently clear**, including the explanation of the claim and counterclaims or their strengths and weaknesses. The essay **moves from beginning to end**; however, an **introduction** and/or **conclusion may be overly formulaic, repetitious, or missing**.



#### Support and Evidence

The essay uses **some evidence** but **may not precisely explain** how it supports the claim and/or the claim is **not properly distinguished from the counterclaim**. The essay includes **some reasoning** and demonstrates a **superficial understanding** of the topic or text(s), but the **strengths and weaknesses** of the **claim** and **counterclaims** may be confusing, **unclear**, or **absent**.

#### Evidence and Elaboration

The response provides **uneven**, cursory **support/evidence** for the writer's claim that includes **partial use of sources**, facts, and details. The response may include the following:

- **Weakly integrated evidence** from sources; erratic or **irrelevant** references or citations
- Repetitive or **ineffective** use of elaborative techniques
- **Imprecise or simplistic expression** of ideas
- Some use of **inappropriate domain-specific vocabulary**
- **Most sentences** limited to **simple constructions**



#### Language and Style

The essay demonstrates an **uneven** and/or **inconsistent perspective** and/or **voice**; it may also contain **errors in conventions**. The essay incorporates language that may not show an awareness of the reader's interests and **does not maintain a formal and/or objective style consistently**. Some **attempts** at strong **word choices** are made, and **sentence structure may not vary often**.

#### Conventions of Standard English

The response demonstrates an adequate command of basic conventions. The response may include the following:

- **Some minor errors** in usage but no patterns of errors
- Adequate use of punctuation, capitalization, sentence formation, and spelling

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Emerging		1
 <b>Claim and Focus</b>	<b>Purpose, Focus, and Organization</b>	
<p>The essay <b>does not clearly make a claim</b>, or the <b>claim</b> is <b>overly simplistic or vague</b>. The essay <b>does not maintain focus</b> on <b>purpose</b> and <b>task</b>. The essay <b>does not address counterclaims</b>.</p>	<p>The response is related to the topic but may demonstrate <b>little or no awareness of the purpose, audience, and task</b>; and it may have <b>no discernible claim</b> and <b>little or no discernible organizational structure</b>. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Absent</b>, confusing, or <b>ambiguous claim</b></li> <li>• <b>Missing alternate or opposing claims*</b></li> <li>• <b>Few or no transitional strategies</b></li> <li>• <b>Frequent extraneous ideas</b> that impede understanding</li> <li>• <b>Too brief to demonstrate knowledge of focus or organization</b></li> </ul> <p><small>*Not applicable at grade 6</small></p>	
 <b>Organization</b>		
<p>The essay <b>does not have an organizational structure</b> and may simply <b>offer a series of ideas without any clear transitions</b> or connections. An <b>introduction</b> and <b>conclusion</b> are <b>not evident</b>.</p>		
 <b>Analysis and Evidence</b>	<b>Evidence and Elaboration</b>	
<p>The essay does <b>not use clear or relevant evidence</b> or reasoning to support the claim or to <b>demonstrate an understanding</b> of the topic or text(s) or <b>uses very little evidence</b> from the source. <b>Counterclaims</b> are <b>not acknowledged, addressed, or distinguished from the claim</b>.</p>	<p>The response provides <b>minimal support/evidence</b> for the writer's claim, including <b>little if any use of sources</b>, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Minimal</b>, absent, erroneous, or <b>irrelevant evidence</b> or citations from the source material</li> <li>• Expression of ideas that is <b>vague, unclear, or confusing</b></li> <li>• <b>Limited</b> and often <b>inappropriate language</b> or <b>domain-specific vocabulary</b></li> <li>• <b>Sentences</b> limited to <b>simple constructions</b></li> </ul>	
 <b>Language and Style</b>	<b>Conventions of Standard English</b>	
<p>The essay <b>does not demonstrate a clear voice</b> and/or perspective and <b>may contain pervasive errors in conventions</b>. The essay employs <b>language</b> that is <b>inappropriate</b> for the reader's interests and is <b>not formal in style</b>. <b>Word choice</b> is <b>uninteresting</b> or <b>poor</b>, and <b>sentence structures</b> are <b>simplistic and unvaried</b>.</p>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• <b>Various errors in usage</b></li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>	