






Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grade 6
Argumentative






Smarter Balanced Writing Rubric, Grades 6-11
Argumentative

 Advanced	4
<p> Claim and Focus</p> <p>The essay introduces a clear, arguable, and specific 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 while thoroughly addressing the demands of the prompt.</p>	<p>Organization/Purpose</p> <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience and task <p>The response has a clear and effective organization structure, creating a sense of unity and completeness.</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety effective introduction and conclusion
<p> Organization</p> <p>The essay incorporates an organizational structure with clear transitional words and phrases that form connections/relationships between and among ideas in a way that strengthens the argument. The essay includes a logical progression of ideas from beginning to end, including an effective introduction and concluding statement or section.</p>	
<p> Support and Evidence</p> <p>The essay cites sufficient relevant, appropriate, and valid evidence to support its claim and fully explains how the evidence cited and reasons support the claim. The essay demonstrates logical, clear reasoning and full understanding of the topic or text(s).</p>	<p>Evidence/Elaboration</p> <p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details).</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific
<p> Language and Style</p> <p>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.</p>	<p>The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content effective use of a variety of elaborative techniques* <p><small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>

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 Proficient 3	
 Claim and Focus	Organization/Purpose
<p>The essay introduces a clear claim, based on the topic or text(s). The essay mostly maintains a focus on the purpose and task, but may not develop the claim evenly throughout the essay. The essay adequately addresses the demands of the prompt.</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear, and the focus is mostly maintained for the purpose, audience and task <p>The response has an evident organization structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected.</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify relationships between and among ideas; adequate connections between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion
 Organization	Evidence/Elaboration
<p>The essay incorporates an organizational strategy with clear transitional words and phrases that show the relationship between and among ideas. The essay includes a progression of ideas from beginning to end, including an introduction and concluding statement or section.</p>	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from the sources is integrated; some references may be general vocabulary is generally appropriate for the audience and purpose; adequate use of citations or attribution to source material generally appropriate style is evident adequate use of some elaborative techniques*
 Support and Evidence	Evidence/Elaboration
<p>The essay uses clear, relevant, and appropriate evidence and explains how the evidence supports the claim; evidence may be uneven throughout the essay. The essay demonstrates clear reasoning and understanding of the topic or text(s).</p>	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from the sources is integrated; some references may be general vocabulary is generally appropriate for the audience and purpose; adequate use of citations or attribution to source material generally appropriate style is evident adequate use of some elaborative techniques*
 Language and Style	Evidence/Elaboration
<p>The essay demonstrates a perspective and voice, as well as a general command of conventions. The essay incorporates language that shows an awareness of the reader's interests and generally maintains a formal style. The essay employs interesting word choice and some variety in sentence structure.</p>	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from the sources is integrated; some references may be general vocabulary is generally appropriate for the audience and purpose; adequate use of citations or attribution to source material generally appropriate style is evident adequate use of some elaborative techniques*

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 Developing 2	
 Claim and Focus	Organization/Purpose
<p>The essay introduces a claim, based on the topic or text(s), but it may be some-what 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 significantly off topic in a way that makes following the central claim challenging.</p>	<p>Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience <p>The response has an inconsistent organizational structure.</p> <ul style="list-style-type: none"> uneven progression of ideas from beginning to end and/or is formulaic; inconsistent or unclear connections between and among ideas inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak
 Organization	Evidence/Elaboration
<p>The essay uses a basic organization structure but relationships between and among ideas are not consistently clear. The essay moves from beginning to end; however, an introduction and/or conclusion may not be clearly evident.</p>	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources (facts and details).</p> <ul style="list-style-type: none"> some evidence from the sources may be weakly integrated, imprecise, or repetitive; references may be vague weak use of citations or attribution to source material <p>The response expresses ideas unevenly, using simplistic language.</p> <ul style="list-style-type: none"> vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal.
 Support and Evidence	Language and Style
<p>The essay uses some evidence but may not precisely explain how it supports the claim. The essay includes some reasoning and demonstrates a superficial understanding of the topic or text(s). The support of the claim may rely on summary of the source.</p>	<p>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 style consistently. Some attempts at strong word choices are made, and sentence structure may not vary often.</p>

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 Emerging	1
<p> Claim and Focus</p> <p>The essay does not clearly make a claim, or the claim is overly simplistic or vague. The essay does not maintain focus on purpose and task.</p>	<p>Organization/Purpose</p> <p>The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task <p>The response has little or no discernible organizational structure.</p> <ul style="list-style-type: none"> frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression few or no transitional strategies are evident introduction and/or conclusion may be missing
<p> Organization</p> <p>The essay does not have an organizational structure and may simply offer a series of ideas without any clear transitions or connections. An introduction and conclusion are not evident.</p>	<p>Evidence/Elaboration</p> <p>The response provides minimal elaboration of the support/evidence for the claim that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style minimal, if any, use of elaborative techniques*
<p> Support and Evidence</p> <p>The essay does not use clear or relevant evidence or reasoning to support the claim or to demonstrate an understanding of the topic or text(s) or uses very little evidence from the source.</p>	<p>Evidence/Elaboration</p> <p>The response provides minimal elaboration of the support/evidence for the claim that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style minimal, if any, use of elaborative techniques*
<p> Language and Style</p> <p>The essay does not demonstrate a clear voice and/or perspective and may contain pervasive errors in conventions. The essay employs language that is inappropriate for the reader's interests and is not formal in style. Word choice is uninteresting or poor, and sentence structures are simplistic and unvaried.</p>	<p>Evidence/Elaboration</p> <p>The response provides minimal elaboration of the support/evidence for the claim that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style minimal, if any, use of elaborative techniques* <p><small>*Elaborative techniques may include the use of personal experiences that support the controlling idea.</small></p>