


Revision Assistant/Smarter Balanced Rubric Crosswalk

Revision Assistant Traits, Grades 9-10
Argumentative


Smarter Balanced Writing Rubric, Grades 6-11
Argumentative

 **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 counter-claims fairly** while thoroughly addressing the demands of the prompt.

 **Organization**

The essay incorporates an **organizational structure** with **clear transitional words** and phrases that **enhances the relationships between and among ideas** (i.e. claim and evidence, claim and counterclaim, 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.

 **Support and Evidence**

The essay cites the **most relevant, appropriate**, and **valid evidence to support its claim** and counterclaims while fully explaining how the **cited evidence** 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 essay's central claim.

 **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 and objective style**. The essay consistently employs **vivid word choice** and **varied sentence structure**.

Organization/Purpose

The response is **fully sustained** and **consistently and purposefully focused**:

- claim is **introduced, clearly communicated**, and the **focus** is **strongly maintained** for the **purpose, audience and task**
- alternate and opposing argument(s)** are **clearly acknowledged or addressed**

The response has a **clear and effective organization structure**, creating a sense of unity and completeness.

- 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**

Evidence/Elaboration

The **response provides thorough and convincing support/evidence for the argument(s) and claim** that includes the **effective use of sources** (facts and details).

- comprehensive evidence** from sources is integrated; references are **relevant and specific**

The response clearly and effectively develops ideas, **using precise language**:






- effective, appropriate style** enhances content
- vocabulary is clearly appropriate** for the audience and purpose
- effective use of a variety of **elaborative techniques***

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

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 Proficient 3	
 Claim and Focus	Organization/Purpose
<p>The essay introduces a clear, arguable, and specific claim, based on the topic or text(s). The essay maintains focus on the purpose and task, using most of the essay to support and develop the claim and counterclaims while thoroughly addressing 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 alternate and opposing argument(s) are clearly acknowledged or addressed <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 (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.</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	
<p>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.</p>	
 Language and Style	
<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 and somewhat objective style with a few possible exceptions. The essay employs interesting word choice and some variety in sentence structure.</p>	

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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 off topic at times. Counterclaims may not be presented evenly and/or objectively.</p>	<p>Some flaws are evident, and some ideas may be loosely connected. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies and/or little variety • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • the organization is somewhat sustained between and within paragraphs • alternate and opposing argument(s) may be confusing or not acknowledged <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 • introduction or conclusion, if present, may be weak
 Organization	
<p>The essay uses a basic organization structure but relationships between and among ideas are not consistently clear, including the explanation of the claim and the 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.</p>	
 Support and Evidence	Evidence/Elaboration
<p>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.</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
 Language and Style	
<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 and/or objective style consistently. Some attempts at strong word choices are made, and sentence structure may not vary often.</p>	

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Emerging		1
 Claim and Focus		Organization/Purpose
<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. The essay does not address counterclaims.</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 alternate and opposing argument(s) may not be acknowledged <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
 Organization		Evidence/Elaboration
<p>The essay does not have a clear 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>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 minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style
 Support and Evidence		
<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. Counterclaims are not acknowledged, addressed, or distinguished from the claim.</p>		
 Language and Style		
<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>		

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